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SCHOOL and COMMUNITY

Stacks



—Ewing Galloway

And still his spirit lives.
Through new perils may we,
Holding aloft that torch of freedom,
Know that a nation's liberty enshrined
Shall not perish nor his name cease to be
The emblem of justice to all mankind!

—ALICE ROOP

February, 1943

Volume XXIX Number 2

THE MISSOURI STATE TEACHERS COLLEGES

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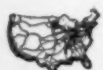
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GREYHOUND



SCHOOL and COMMUNITY

Official Organ of the Missouri State Teachers Association

INKS FRANKLIN
Editor

EVERETT KEITH
Executive Secretary

Vol. XXIX

No. 2

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Change of Address—If you have your address changed give old as well as new address.

Send All Contributions to the Editor

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Legislative Developments

One-third of State Revenue for Public Schools

Real opposition exists in the Legislature to appropriating one-third of the State revenue for public schools. This policy which has been pursued for 56 years is in real danger. Let us make no mistake about it.

It is imperative that your Senator and your representative not only vote for but actively support the continued appropriation of one-third of the State revenue for public schools.

The friends of public education must be informed immediately and they must make their wishes known to the members of the Sixty-second General Assembly.

An attempt will probably be made, if the one-third is set aside for schools, to limit the appropriation that may be used. This is just a method for some member who wants to say that he voted for the one-third when in reality he wants to cut the appropriation for schools.

An attempt will also probably be made to appropriate moneys out of the State school fund for purposes that in the past have been financed from the State revenue fund. This has been a growing practice with recent sessions of the General Assembly and threatens the keeping intact of the State school fund for public schools.

Suggestions have already been made to reduce the one-third to 30% and to 25%.

You will note that the end result of any one of the three suggestions is the same—the preventing of the schools from getting the traditional one-third free and untrammelled.

Will you, at once, get busy and get others busy in order that any doubt may be removed as to the appropriating of one-third without limitations?

House Bills

House Bill No. 2, appropriating one-third of the State revenue for public school support for the first six months of the biennium ending June 30, 1943, has passed the House and Senate.

An amendment was offered in the House to reduce the one-third to 30%.

The 63 Representatives voting to cut the one-third to 30% and the amount of state aid their counties would lose are as follows:

County—Representative	Loss
Barton — Kentner	\$11,335
Bates — Peak	14,215
Benton — Junge	7,715
Caldwell — Moore	8,266
Camden — Pope	9,944
Carroll — Miller	9,688
Cedar — Campbell	11,436
Clark — Bishop	7,027
Cole — Andrae	12,263
Cooper — Meyer	12,033
Dade — Underwood	9,761
DeKalb — Harman	7,382
Gentry — Rainey	10,242
Greene — Morton	36,267
Harrison — Brown	12,434
Howell —Hodge	17,561
Jackson — Tanner	72,961
— Gill	
— Ellis	
— Keating	
— Riner	
— Steinbacher	
— Hamlin	
Jasper — Bailey	40,808
— Oldham	
— McDonald	
Jefferson — Siedler	13,760
Johnson — Erdwin	10,892
Lafayette — Gladish	12,682
Moniteau — Gabert	7,946
Monroe — Smizer	7,601
Newton — Wilkinson	19,887
Ozark — Heriford	\$12,959
Pettis — Battles	15,429
Polk — Wagner	16,077
Ray — McGaugh	9,913
Ripley — Booker	10,338
St. Charles — Linnemann	7,215
St. Francois — Gaebe	19,655
Ste. Genevieve — Wolf	5,605

<i>County—Representative</i>	<i>Loss</i>
St. Louis — Mittendorf	72,495
— Elliott	
— Crain	
Schuyler — Aeschliman	4,975
Scotland — Woodsmall	5,852
Shelby — Osborn	7,371
Sullivan — Clark	10,413
Vernon — Bryant	14,690
Warren — Hukriede	5,043
Webster — Thompson	15,748
Worth — Goff	5,645
St. Louis City — Grebe	78,226
— Napier	
— Utter	
— Eigel	
— Knetzger	
— Nicolay	
— Lee	
— Mashak	
— Hamilton	
— Kemp	
— Lahey	
— Moss	

The 70 Representatives who prevented cutting the one-third to 30% and the amount of state aid saved for their counties are as follows:

<i>County—Representative</i>	<i>Saved</i>
Adair — Still	\$10,363
Andrew — McVey	7,600
Atchison — Gray	6,295
Audrain — Irvine	9,907
Barry — Woods	20,062
Boone — Limerick	17,857
Buchanan — Wallace	23,004
— Nelson	
— Turner	
Butler — Norden	22,343
Carter — Turley	7,084
Cass — Reid	12,212
Chariton — Wright	11,553
Christian — Rogers	14,187
Clinton — Waers	7,063
Daviess — Salmon	9,762
Dent — Hughes	7,940
Dunklin — Sando	29,713
Greene — Tucker	36,267
Grundy — Cook	9,562
Henry — Campbell	12,674
Holt — Weightman	7,935
Howard — Walton	7,634
Iron — Daniels	8,627

<i>County—Representative</i>	<i>Saved</i>
Jackson — Gibson	72,961
Knox — Costello	5,553
Lawrence — Whinrey	16,650
Lewis — McRoberts	7,858
Lincoln — Wilson	8,355
Linn — Peery	14,088
Livingston — Kitt	9,350
McDonald — Smith	14,710
Macon — Barrow	14,034
Madison — Sample	7,692
Maries — Poe	6,680
Marion — Hamlin	12,467
Mercer — Bryan	6,425
Miller — Spearman	11,593
Mississippi — O'Bryan	13,747
Montgomery — Barton	7,943
Morgan — Huff	8,463
Nodaway — Bartram	14,108
Oregon — Miller	14,062
Osage — Ridenhour	11,311
Pemiscot — Buckley	34,761
Perry — Endres	6,712
Phelps — Hickman	11,795
Pike — Weakley	10,420
Platte — Farley	7,059
Pulaski — Dodds	11,858
Putnam — Fish	9,149
Ralls — Watson	6,380
Randolph — Neel	10,568
Reynolds — Jamison	11,782
St. Clair — Burns	10,395
Saline — Burrus	14,244
Shannon — Baltz	11,779
Stoddard — Munger	26,069
Stone — Tromly	10,963
Taney — Smith	10,781
Texas — Tindel	22,157
Washington — Young	13,206
Wayne — Alexander	10,264
Wright — Perry	17,085
St. Louis City — Thuner	78,226
— Eaves	
— Ferrara	
— Brady	
— Kenswil	
— Langsdorf	

The seven Representatives who were absent are as follows:

<i>County</i>	<i>Representative</i>
Bollinger	Fowler
Dallas	Farrar
Douglas	Stewart
Greene	Armstrong

Hickory	Bybee
Laclede	McCall
St. Louis City	Tucker

The nine Representatives who were absent with leave are as follows:

County	Representative
Callaway	Taylor
Cape Girardeau	Lowry
Clay	Gordon
Crawford	Martin
Gasconade	Schermann
Jackson	Benanti
	McNamara
New Madrid	Knight
Scott	Wallace

The appropriation bill for the last eighteen months of the biennium has not been introduced. This is where the final "showdown" will come and you should be sure that your Representative will actively support the one-third. The one-third is in danger. Are you doing everything possible? If your Senator or Representative is a member of the Appropriations Committee, you are aware of the significance.

House Bill No. 12, introduced by Representative Armstrong of Greene County, provides for the establishment of a legislative council. There has been considerable agitation, in recent years, for a move of this kind.

House Bill No. 43, proposes to amend Section 10327, Article 2, Chapter 72, Revised Statutes of Missouri, 1939, relating to transportation of pupils.—State Aid, by striking out the words "minimum guarantee" after the word "the" in line 11, and inserting in lieu thereof the words "State apportionment . . ." The effect of the bill would be to make transportation aid available to all school districts regardless of the type of basic aid received.

House Bill No. 54, introduced by Representatives Nelson and Wallace of Buchanan County, provides for a teachers and other school employees retirement system for St. Joseph.

House Bill No. 56, introduced by Representative Kitt of Livingston County, provides \$1,000 for each building abandoned when two or more rural schools unite. The proposed bill is carried in full on

pages 10 and 11 of the January issue of School and Community.

House Bill No. 57, introduced by Representative Kitt of Livingston County, would raise the minimum average daily attendance required for a high school teaching unit from five to twelve. The proposed bill is carried in full on page 10 of the January issue of School and Community.

House Bill No. 60, introduced by Representative Munger of Stoddard County, would repeal the law enacted by the last session of the General Assembly making County Superintendents of Schools supervisors of school transportation and providing compensation for the performance of such duties. (Killed in Committee.)

House Bill No. 63, introduced by Representatives Kitt of Livingston County and Whinrey of Lawrence County, provides for the continuing contract plan of re-employment for teachers. The proposed bill is carried in full on pages 7 and 8 of the January issue of School and Community.

Below are the names of the members of the House Committees on Appropriations, Teachers Colleges and School of Mines, Constitutional Amendments, and Education.

House Committee on Appropriations

(R) Republican; (D) Democrat
 Benton County: C. P. Junge, Cole Camp, Chairman (R)
 Carroll County: Joe H. Miller, Carrollton (R)
 Cole County: Henry Andrae, Jefferson City (R)
 Perry County: John J. Endres, Perryville (R)
 Adair County: C. E. Still, Kirksville (R)
 Douglas County: Gladys B. Stewart, Ava (R)
 Livingston County: Randall R. Kitt, Chillicothe (R)
 Putnam County: Melvin T. Fish, Pollock (R)
 Sullivan County: Walter S. Clark, Milan (R)
 St. Louis County, 1st Dist.: Forrest Mittendorf, 2671 Carson Rd., Overland (R)
 Osage County: R. H. Ridenhour, Belle (R)
 Gasconade County: John M. Schermann, Hermann (R)
 Webster County: M. E. Thompson, Marshfield (R)
 Lawrence County: Walter W. Whinrey, R. F. D., Ash Grove (R)
 Holt County: W. H. Weightman, Mound City (R)
 Newton County: John H. Wilkinson, Seneca (R)

St. Charles County: Robert H. Linnemann, St. Charles (R)
 Caldwell County: J. B. Moore, Hamilton (R)
 St. Clair County: Mrs. Lulu W. Burns, Appleton City (R)
 Johnson County: Ralph Erdwin, Concordia (R)
 Butler County: Fred Norden, Poplar Bluff (R)
 Camden County: Joe W. Pope, Osage Beach (R)
 Barry County: J. Merrill Woods, Monett (R)
 Christian County: Benny Rogers, Sparta (R)
 Texas County: Curtis J. Tindel, Cabool (R)
 Jackson County: 10th Dist.: Lee H. Hamlin, 5832 Central, Kansas City (R)
 St. Louis City, 5th Dist.: Aubrey B. Hamilton, 3401 N. Union, St. Louis (R)
 St. Louis City, 5th Dist.: William J. Kemp, 5000 Union, St. Louis (R)
 St. Louis City, 1st Dist.: Harry Thuner, 4840 S. Broadway, St. Louis (R)
 Greene County, 1st Dist.: Willard S. Tucker, 705 St. Louis, Springfield (R)
 St. Louis City, 1st Dist.: George P. Utter, 5619 Neosho, St. Louis (R)
 Buchanan County, 1st Dist.: Lewis H. Wallace, 2124 Ashland, St. Joseph (R)
 St. Louis City, 3rd Dist.: Elbert J. Lee, Jr., 3601 pier, 4314 Grace Ave., St. Louis (R)
 Pike County, William B. Weakley, Clarksville (D)
 St. Louis City, 3rd Dist.: Elbert J. Lee, 3601 Lindell, St. Louis (R)
 Shelby County: Morris E. Osburn, Shelbyville (D)
 Scotland County: J. C. Woodsmall, Memphis (D)
 Platte County: J. W. Farley, Farley (D)
 Marion County: Roy Hamlin, Hannibal (D)
 Jackson County: 4th Dist.: Thomas J. Gill, 1314 E. 28th St. Terrace, Kansas City (D)
 Jackson County, 7th Dist.: Floyd R. Gibson, Independence (D)
 Mississippi County: Daniel O'Bryan, Charleston (D)
 Scott County: J. S. Wallace, Sikeston (D)
 Carter County: C. P. Turley, Van Buren (D)
 Clay County: B. T. Gordon, Liberty (D)
 Dunklin County: John L. Sando, Senath (D)
 St. Louis City, 5th Dist.: Raymond J. Lahey, 4907 Lee, St. Louis (D)
 Macon County: R. Wilson Barrow, Macon (D)
 Saline County: J. E. Burruss, Miami (D)
 Boone County: Harry T. Limerick, Jr., Columbia (D)
 Phelps County: D. C. Hickman, Newburg (D)

House Committee on Constitutional Amendments
 Madison County: John S. Sample, Jewett, Chairman (R)
 Greene County: 3rd Dist.: O. K. Armstrong, 1307 N. Benton, Springfield (R)
 Montgomery County: William Barton, Jonesburg (R)
 Dallas County: Charles Farrar, Buffalo (R)
 Putnam County: Melvin E. Fish, Pollock (R)
 Atchison County: Dr. J. A. Gray, Watson (R)
 Jackson County, 10th Dist.: Lee H. Hamlin, 5832 Central, Kansas City (R)
 Warren County: Theodore W. Hukriede, Warrenton (R)

Christian County: Benny Rogers, Sparta (R)
 McDonald County: Otho Smith, Pineville (R)
 Miller County: Fred Spearman, Iberia (R)
 Lawrence County: Walter W. Whinrey, R. F. D., Ash Grove (R)
 Jasper County, 1st Dist.: Walter E. Bailey, Carthage (R)
 Monroe County: E. P. Smizer, Paris (D)
 Jackson County, 9th Dist.: Thomas Steinbacher, 4007 Virginia, Kansas City (D)
 Callaway County: W. R. Taylor, Fulton (D)
 Howard County: R. S. Walton, Armstrong (D)
 Lincoln County: John H. Wilson, Troy (D)

House Committee on Teachers Colleges and School of Mines
 Putnam County: Melvin E. Fish, Pollock, Chairman (R)
 Webster County: M. E. Thompson, Marshfield (R)
 Grundy County: Earl S. Cook, Trenton (R)
 Johnson County: Ralph Erdwin, Concordia (R)
 Barton County: J. W. Kentner, Golden City (R)
 Jasper County, 3rd Dist.: W. N. McDonald, Joplin (R)
 Jasper County, 2nd Dist.: Woodson Oldham, Webb City (R)
 Osage County: R. H. Ridenhour, Belle (R)
 Adair County: C. E. Still, Kirksville (R)
 Greene County, 1st Dist.: Willard S. Tucker, 705 St. Louis, Springfield (R)
 Holt County: W. H. Weightman, Mound City (R)
 Lawrence County: Walter W. Whinrey, R. F. D., Ash Grove (R)
 Wright County: J. F. Perry, Mountain Grove (R)
 Pemiscot County: John T. Buckley, Hayti (D)
 Pulaski County: J. Ellis Dodds, Waynesville (D)
 Phelps County: D. C. Hickman, Newburg (D)
 Stoddard County: George Munger, Bloomfield (D)
 Oregon County: G. H. Miller, Gatewood (D)
 Ray County: W. T. McGaugh, Richmond (D)

House Committee on Education
 Lawrence County: Walter W. Whinrey, R. F. D., Ash Grove, Chairman (R)
 St. Clair County: Mrs. Lulu W. Burns, Appleton City (R)
 Schuyler County: Mrs. Mabel Aeschliman, Lancaster (R)
 Mercer County: Leroy Bryan, Mercer (R)
 Hickory County: W. H. Bybee, Preston (R)
 Jackson County, 10th Dist.: Lee H. Hamlin, 5832 Central, Kansas City (R)
 Barton County: J. W. Kentner, Golden City (R)
 Caldwell County: J. B. Moore, Hamilton (R)
 Buchanan County, 2nd Dist.: Wm. R. Nelson, 2729 Sacramento, St. Joseph (R)
 St. Louis City, 2nd Dist.: Elmer Nicolay, 2219 Oregon, St. Louis (R)
 Osage County: R. H. Ridenhour, Belle (R)
 Christian County: Benny Rogers, Sparta (R)
 McDonald County: Otho Smith, Pineville (R)
 Taney County: Harold A. Smith, Rockaway Beach (R)
 Texas County: Curtis J. Tindel, Cabool (R)

Greene County, 1st Dist.: Willard S. Tucker, 705 St. Louis, Springfield (R)
 Buchanan County, 1st Dist.: Lewis H. Wallace, 2124 Ashland, St. Joseph (R)
 Pemiscot County: John T. Buckley, Hayti (D)
 Jackson County, 7th Dist.: Floyd R. Gibson, Independence (D)
 Phelps County: D. C. Hickman, Newburg (D)
 Audrain County: Georgia Daniel Irvine, Vandalia (D)
 St. Louis City, 4th Dist.: Edwin F. Kenswil, 3724 Finney, St. Louis (D)
 Monroe County: E. P. Smizer, Paris (D)
 Carter County: C. P. Turley, Van Buren (D)
 Scotland County: J. C. Woodsmall, Memphis (D)

Below you will find the names of the members of the Senate Committee on Appropriations and of the Senate Committee on Education, University, School of Mines, Teachers Colleges and Libraries.

Senate Committee on Appropriations

21st District: Paul C. Jones, Kennett, Chairman (D)
 31st District: Michael Kinney, 522 Pine St., St. Louis (D)
 2nd District: Francis Smith, 2100 Lovers Lane, St. Joseph (D)
 24th District: Emery W. Allison, Rolla (D)
 7th District: Bernard L. Glover, 1211 W. 60th Terrace, Kansas City (D)
 11th District: Derwood E. Williams, Troy (D)
 27th District: Phil M. Donnelly, Lebanon (D)
 13th District: Ed. R. Caldwell, Perry (D)
 1st District: C. A. McColl, Westboro (R)
 25th District: Joseph A. Falzone, 318 Edgewood, Clayton (R)
 26th District: M. C. Matthes, Hillsboro (R)
 34th District: Wm. J. Studt, 3910 Sullivan Ave., St. Louis (R)
 20th District: R. Jasper Smith, 1329 E. Walnut, Springfield (R)
 19th District: D. Raymond Carter, Seymour (R)
 10th District: Roy D. Miller, Columbia (R)

Senate Committee on Education, University, School of Mines, Teachers Colleges and Libraries

11th District: Derwood E. Williams, Troy, Chairman (D)
 9th District: Frank P. Briggs, Macon (D)
 5th District: M. E. Casey, 423 Gladstone Blvd., Kansas City (D)
 31st District: Michael Kinney, 522 Pine St., St. Louis (D)
 23rd District: L. D. Joslyn, Charleston (D)
 24th District: Emery W. Allison, Rolla (D)
 30th District: Anthony M. Webbe, 948 Hickory St., St. Louis (D)
 26th District: M. C. Matthes, Hillsboro (R)
 1st District: C. A. McColl, Westboro (R)
 18th District: H. R. Williams, Cassville (R)
 20th District: R. Jasper Smith, 1329 E. Walnut, Springfield (R)
 4th District: Frank M. Frisby, Bethany (R)
 10th District: Roy D. Miller, Columbia (R)

THE SYNDICS

By
Rembrandt



REMBRANDT WAS COMMISSIONED by the guild of drapers of Amsterdam to paint a picture of its directors, to be hung in the hall of the corporation. The result was this masterpiece, "The Syndics." Grouped around a table in a variety of attitudes, the five directors are rather prosaically engaged in examining their accounts. They are straightforward and honest-looking middle-aged citizens, dressed in costumes of black, with flat white collars and broad-brimmed black hats. A rich red cover on the table gives the only vivid tone in the picture. A simple wainscoting of yellowish-brown wood forms the background. Light coming from the left illuminates the faces, casting shadows and bringing the features into strong relief.

This is not only a group of portraits painted in Rembrandt's masterful fashion but an interesting composition, presenting a pattern of great charm. It is one of Rembrandt's most famous paintings and may be had in authentic color reproductions, made directly from the original masterpiece, known as Artext Prints. These appear in the Missouri State Course of Study 1942-43.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
 Everett Keith, Secretary
 Columbia, Missouri

Send for our P. R. C. order blank.

NEA—Indianapolis

June 25-29, 1943

All preliminary arrangements for holding the 1943 National Education Association convention in Indianapolis have been approved and the NEA Housing Committee, 1201 Roosevelt Building, Indianapolis, Indiana, is now accepting reservations for hotel accommodations.

Teacher and School District Employee Retirement Bill

Here is the retirement measure proposed by your Legislative Committee for consideration by the General Assembly.

Section 1. In any school district of this State, there may be created and established a retirement system for the purposes of providing retirement incomes and other benefits for teachers and such other school employees of the district as the Board of Education of the district shall specify. Board of Education as used in this Act shall mean the Board of Education, Board of Directors or other governing body of the school district, as the case may be. Each such system shall be established by the adoption of rules and regulations by the Board of Education, and shall be known as the "Teachers' Retirement System of the School District," and by such name all of its business shall be transacted and all of its funds invested, and all of its cash and securities and other property held. Prior to the adoption of such rules and regulations, or of any amendment or amendments thereto, a copy of the rules, or of the amendment or amendments, shall be filed in the office of the State Superintendent of Insurance, in the office of the State Superintendent of Public Schools, and in the office of the Board of Education itself, where they shall be available for review by any qualified voter in the district. Notice of the proposed adoption of any such rules and regulations, or of any amendment or amendments thereto, together with notice of the time and place of a public hearing to be held by the Board of Education with reference thereto, shall be given by publication once a week for three consecutive weeks in a newspaper of general circulation throughout the school district, the first publication to be not less than fifteen (15) days prior to the date of such public hearing, and such rule or regulation, or amendment thereto, shall not take effect prior to the expiration of ten (10) days following the date of such public hearing.

Section 2. A retirement system estab-

lished under the provision of this Act may provide benefits payable upon retirement after a designated age not less than age sixty, or on account of disability arising prior to such designated age provided some stated period of service has been completed, or upon death, and may provide withdrawal credits. The benefits under the system may be uniformly related to the salary and service of the members, or to contributions made by members, or to both.

Section 3. Each retirement system shall have a board of trustees consisting of an equal number of members representing respectively the employer making the district's contributions, and the employees who are members of the system, with an odd member selected by the aforementioned trustees, which member may or may not be the Superintendent of Schools. The trustees shall choose officers or agents to carry on the business of the system. The rules and regulations of the system shall prescribe the officers or agents by whom the system may be conducted and the manner in which its funds shall be collected and disbursed. The funds and investments of the system shall be held separately and independently from the funds of the school district and from any other funds. The investment of the funds of the system shall be limited to United States bonds, or securities directly guaranteed as to principal and interest by the United States Government, bonds of the State of Missouri, or bonds of any county or school district of the State of Missouri, and such other classes of securities as may be legal for domestic life insurance companies and are approved by the trustees of the system, the Board of Education of the district and the State Superintendent of Insurance; and subject to like terms, conditions, limitations and restrictions, the trustees of the system shall have full power to hold, purchase, sell, transfer or dispose of any of the securities and investments in which any of the funds of the system have been invested, as well as the proceeds of

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said investments and any monies belonging to the system.

Section 4. The teachers and employees participating in each retirement system, and the school district, shall both contribute to the system, so that the cost of service benefits accrued on account of service rendered after the establishment of the system shall be divided approximately equally between the two contributors. The rates of contribution shall be computed to be adequate to support the benefits of the system, and shall be determined by the trustees on the basis of appropriate service and mortality tables such as are customarily used in the actuarial valuation of teachers retirement funds. The trustees shall certify the rates so determined to the Board of Education. The Board of Education shall thereafter adopt a set of contribution rates, but before adopting any set of contribution rates, they shall obtain a certificate from the State Superintendent of Insurance, that such contribution rates have been properly calculated by the actuary who prepared them. The Board of Education shall from time to time adopt new rates following a certification by the trustees of the need therefor in order to preserve the solvency of the system, provided that any increase or decrease in the rates of contribution shall be approved by the Superintendent of Insurance.

Section 5. Each retirement system shall create and maintain reserves, calculated to be adequate to cover the liabilities for the benefits payable under the rules and regulations as they accrue, by contributions calculated as level percentages of the compensation of members covered by the system, on the basis of an interest rate not in excess of four per centum per annum, and of mortality, disability, and other experience tables based on reliable experience for the membership or for a similar group of teachers and employees, as recommended by the actuary engaged by the trustees; but the reserves required in respect of service rendered or benefits granted for service rendered prior to the establishment of the system may be accumulated on a basis calculated to produce a balance between the present value of the assets and liabilities of the system, as actuarially computed, within a period, not exceeding forty years, after the date

of establishment of the system. The reserves created, which shall be held as a trust fund on account of the members and retired members on whose account they were accumulated, shall not be dissipated in making payments for any purposes other than those for which they were accumulated. The trustees shall periodically, that is, not less than triennially, have its actuary make an actuarial valuation of the assets and liabilities of the retirement system and shall file a copy thereof with the Superintendent of Insurance.

Section 6. In each school district in which a retirement system is established, the district shall make the necessary contributions to cover the benefits to be provided by the district, but no contributions of the school district to the system, except on account of any interest deficit or liability in respect of service rendered or benefits granted for services rendered prior to the establishment of the system, shall exceed each year five per centum of the annual salaries of the active members of the system.

Section 7. The property and income therefrom of each retirement system, the right of any person to a retirement allowance or to the return of contributions, the retirement allowance or other benefit itself, any additional benefit or death benefit, and any other right accrued or accruing to any person under the rules and regulations of the system, shall be exempt from any tax of the State of Missouri, and shall not be subject to execution, garnishment, attachment or any other process whatsoever, and shall be unassignable except as specifically provided in the rules and regulations of the system.

Section 8. If the legislature shall pass special legislation providing for the operation of a retirement system in school district, then the provisions of this Act shall not be applicable to such district.

Section 9. If any section, sentence, clause or phrase in this Act is for any reason held to be unconstitutional, such decision shall not affect the validity of the remaining portions of this Act. The General Assembly hereby declares that it would have passed this Act and each section, sentence, clause and phrase thereof, irrespective of the fact that any one or more of them may be declared unconstitutional.

Missouri Education and Industry Conference

ON JANUARY 22, one hundred fifty manufacturers and educators met in joint conference at the Jefferson Hotel in St. Louis to discuss problems of mutual interest to the two groups.

This meeting was the sixteenth of the nation-wide series sponsored by the National Association of Manufacturers and the Commission for Defense of Democracy Through Education of the National Education Association.

The luncheon meeting was addressed by Dr. Donald DuShane, Secretary, Commission for the Defense of Democracy Through Education, who spoke on the subject "The Defense of Democracy Through Education" and H. W. Prentis, Jr., President, Armstrong Cork Company, Lancaster, Pennsylvania, who spoke on the subject "The Common Ground of Education and Industry." The high points of keynote addresses are presented below.

THE COMMON GROUND OF EDUCATION AND INDUSTRY

By H. W. Prentis, Jr.

It has been quite clear that educational leadership regards with the utmost seriousness its responsibility . . . to develop in the rising generation a deep understanding and appreciation of those freedoms for which our forefathers fought. . . . Is our educational leadership fully cognizant of the vital relationship that exists between economic freedom, specifically freedom of enterprise, and the other freedoms which together make up our concept of a free society, and which lie at the very foundation of the American way of life? Is the rising generation being led to recognize the fact that constitutional representative democracy, civil and religious liberty, and free private enterprise stand or fall together?

There has been considerable discussion of the teaching of controversial subjects in the public schools. . . . There is no real difference of opinion between the overwhelming majority of industrialists and

the vast majority of fair-minded teachers as to the use of text books in the instruction of children. . . . We of industry believe and assert . . . that if a book has a patent bias, whether it be a text book or a sponsored document, its bias should be made clear by the teacher.

How far can the school go toward its objective of building thoughtful and independent-minded citizens without creating a generation of young skeptics who lack an affirmative belief in any abiding principles whatsoever?

We in industry believe that some of you in education do not always understand and do not always teach that modern industrial management is in itself a specialized profession like teaching, medicine, law, and the others. . . . The mere fact of employment no more qualifies an employee, per se, to direct the destinies or ultimately to decide the policies of an industrial institution, than does the fact of employment as janitor in a school building qualify an individual to determine the techniques of teaching. . . .

We condemn profiteering by anyone. You will find the charges made against industry on the score of profiteering have no sound foundation.

THE DEFENSE OF DEMOCRACY THROUGH EDUCATION

By. Dr. Donald DuShane

The schools must have the understanding and support of all elements of our democracy and teachers must train the children of all our citizens honestly, impartially, and in the public interest.

In this period of all-out war there is real danger that the needs and problems of education will be overlooked and yet, with the exception of direct war activities, education is of first importance from the standpoint of winning a long war, and from the standpoint of insuring continuance of democratic principles and ways of life for which this war is being fought.

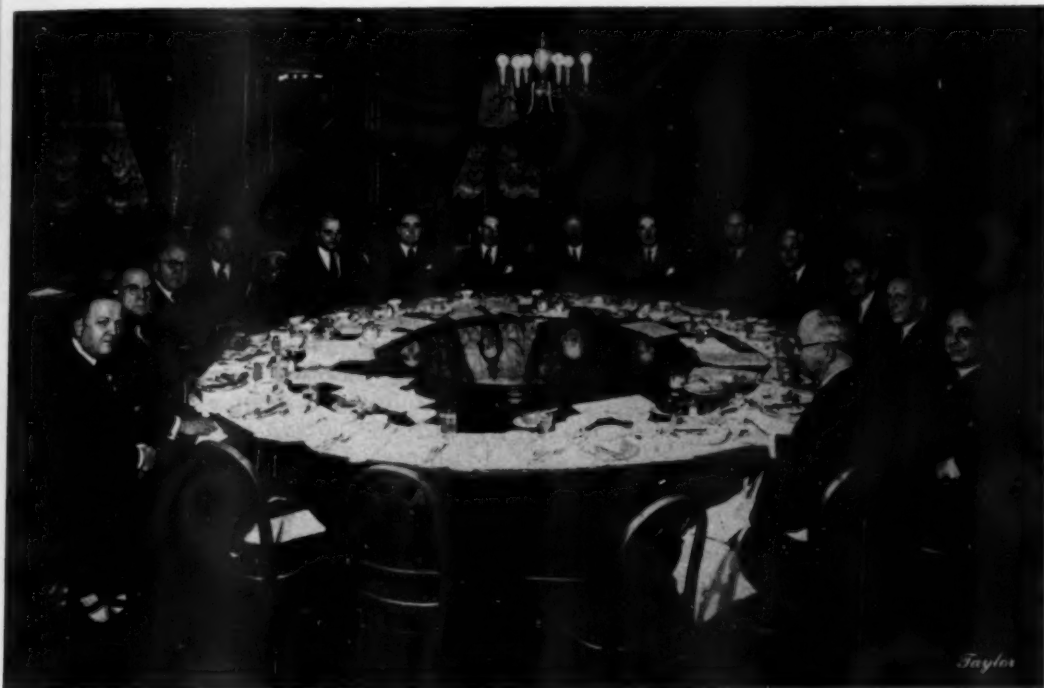
Now, in the midst of a world war, some thoughtful Americans are deeply concerned because a majority of our voting population is definitely not prepared to face intelligently the difficult problems of the years ahead.

We must improve our schools now, during the war, and must set for our immediate goal a high school education for all of our voters. . . Even before this war there were many obstacles in the way of attaining such a goal. . . . Today our school system is threatened by a shortage

of competent teachers, due, primarily to astonishingly low salaries.

In order to provide the kind of education necessary in this emergency. . . we must prevent the reduction of school taxes and . . . the Federal Government must provide large financial support to schools. This assistance can be given without federal control of education.

It is hoped that . . . the process (of conferences) will continue in many local meetings between education and business. . . .



Discussion leaders of the Missouri Education and Industry Conference meet at breakfast for a period of instruction. Seated around the table beginning at the left are: Philip J. Hickey, Acting Superintendent of Instruction, St. Louis; Alvin C. Carpenter, Executive Vice-President, Bemis Brothers' Bag Company, St. Louis; John Ruff, President, Missouri State Teachers Association, University of Missouri, Columbia; Royall H. Switzler, President, St. Louis Refrigerating & Cold Storage Company, St. Louis; Donald DuShane, Secretary, Commission for the Defense of Democracy Through Education of the N.E.A., Washington, D. C.; Everett Keith, Executive Secretary, Missouri State Teachers Association, Columbia; Henry E. Abt, Director, Group Cooperation Department, National Association of Manufacturers, New York; H. W. Prentiss, Jr., President, Armstrong Cork Company, Lancaster, Pennsylvania; A. L. Shapleigh, Chairman of the Board, Shapleigh Hardware Company, St. Louis; Charles A. Lee, Professor of Education, Washington University, St. Louis; Theo. W. H. Irion, Dean, School of Education, University of Missouri, Columbia; Robert L. Baker, Classroom Teacher, Southwest High School, St. Louis; Harry B. Wallace, President, Cupples Company, St. Louis; Leo C. Fuller, Vice-President, Stix, Baer and Fuller Company, St. Louis; Tom K. Smith, President, Boatmen's National Bank of St. Louis, St. Louis.

Responsibility of the Elementary Principal for the Mental Health of Her School

NO ATTEMPT at a program of Mental Hygiene in a school can be successful *in whole or in part* unless the principal of that school has a sympathetic understanding of the causes and effects of mental health. She must be willing (even anxious) to take the initiative for using correct procedures to secure and maintain a good mental state in the school.

In order to effect such a program, the principal needs many qualifications. A superintendent once said to his teachers—"Before you can *teach* you must *be*." It is necessary then that she herself *be*. My first thought then is that the principal must not be one who gives "lip service only." Rather she must *be* genuinely interested in the lives of those about her and thoroughly sincere in her efforts to aid them in building normal, healthy lives. No amount of scientific training can offset the lack of these qualities.

Does she work with her pupils, her teachers, and her community because it is her job or because within herself she desires to be of service to them?

Is she the kind of person who inspires confidence and to whom her people can come to talk over their problems?

Do they believe that she will listen with an encouraging attitude toward their ambitions and with tolerance toward their shortcomings?

Does the most maladjusted boy in school feel that in her he has a friend who, though she will not condone his transgressions, will try to help him find his way out? Can she find in the rough exterior of such a boy even a tiny something on which to build?

Has she helped in interpreting her school to the community in such fashion that a parent will give all the facts that might help in working for the good of her child—knowing that such facts will be held sacred?

A Basic Foundation Necessary

I would conclude then that the basic foundation upon which a principal must

By OLIVE WATSON
Principal Carlisle School
Kansas City

build a philosophy for a program of mental health in her school is that first of all:

1. She must be genuinely interested in people.
2. She must be honest, sincere, fair, and tolerant.
3. In addition she must have
 - a. A great store of common sense
 - b. A great store of emotional stability
 - c. An unfailing store of a sense of humor

I would not have you believe that I am minimizing the importance of scientific training, far from it. But I would like to emphasize that I believe that anyone who does not possess the above mentioned qualities would furnish poor soil in which to grow the science of mental hygiene.

However, I do believe that few, if any, principals should attempt to be psychoanalysts as some have done. To become a trained psychoanalyst requires years of training and an amateurish attempt to diagnose from symptoms is likely to result in harm rather than good. A principal should know when and how positive behavior can be substituted for negative, but she should also know when she is confronted with a clinical case.

It is to be regretted that some principals take the attitude that the necessity for referring a case to the clinic is an indication of a weakness on the part of her particular school. Such an attitude is unscientific and it is to be hoped that it will be eradicated speedily.

The fundamentals of mental health are the same no matter to whom they are applied. It is because I believe the welfare of the teacher has been grossly neglected that I wish to discuss that phase of the principal's duty first. It will be Utopia

indeed when superintendents, supervisors, principals and teachers can work together on the same level—the work of each being unique but considered of equal value and demanding equal pay.

Under present circumstances, it devolves on the principal to bring about in her teaching staff a realization of their valuable function in the school. For historical reasons, past and current, teachers have a tendency to feel subservient to the principal. This should not be. True—they should look to her for vital leadership and for help, but there must be mutual respect and a sense of importance on the part of both.

The classroom teacher in an elementary school is in a position where her influence in moulding the character of the child is second only to that of the home. Hence it is important that her mental health be of the best. She must have a feeling of security, confidence in her co-workers, confidence in herself and a belief in the value of her own procedures. In these days of rapid transition from one type of educational theory to another, many teachers have failed "to make shore" because an over-enthusiastic principal has insisted on pushing them beyond their depth. They have been forced into a type of classroom work which they did not understand and in which they did not yet believe. Given time most good traditional teachers can "back up" so to speak and start over again if they are given the right kind of impersonal in-service training.

Time For Leisure

Then, too, the principal must be careful that demands on the teacher's time are not so great as to destroy that leisurely calmness of mind so essential in winning the confidence of children. In this day of democratic living, responsibilities are numerous but the principal must use caution in seeing that a willing and overzealous teacher is not given more than her share of them. I have known a principal who upon entering a classroom and sensing an over-tired teacher said, "I believe if I had a chance I might still be a pretty good school teacher. Please let me take over for a while. You know, don't you, that there's

a comfortable couch in the rest room just down the hall?"

It is important, too, that those things of a routine nature which are a part of every school should be so organized that there will be a minimum of conflicts and interruptions. Knowing what and when things are expected does much to foster a feeling of security and mental ease on the part of a teacher.

Some statistics gathered by a prospective candidate for a doctor's degree in California concerning 2500 teachers show that among teachers *suicide* is .5% higher than among the average; *heart disease* is 11.2% higher; *cancer* is 4% higher; and diseases of the digestive tract are 5% higher.

The conclusions are that the teacher is exposed to a nervous strain much in excess of the average and that administrators are in duty bound to do their utmost to reduce the strain.

The Principal Must Lead

Assuming that our goal is self-discipline arrived at, by choice, it is the duty of the principal to take the lead in much cooperative planning of as varied a program as possible with both teachers and pupils. Worthwhile learnings take place much easier too when an individual has shared in the plans.

For setting up plans for a program of mental health a principal should keep in mind the following factors:

1. A varied curriculum based on child experience.
2. Proper grouping of children.
3. Good techniques of instruction.
4. Adequate facilities for social and civic development.
5. A definite program for physical development and recreation.
6. Periodic health examinations for all.
7. Correction of remedial health defects.
8. Daily care in an attempt to control communicable diseases *both physical and mental*.
9. An efficiently organized school.
10. A spirit of comradeship based on mutual respect and harmony of purpose.

A principal should be ever on the alert to discover and help her teachers to discover unusual abilities.

Save Missouri's Historical Resources

MISSOURI WAS THE GATEWAY to the West, and as a result of this strategic location, many of the pioneers who conquered the Great Plains and the Far West came through Missouri. Many Missourians emigrated to the West and many of those who remained at home carried on businesses that were directly connected with the Westward Movement. The preservation of the original materials of this interesting period in the expansion of our country has been the work of the State Historical Society of Missouri and of the Department of History of the University of Missouri. The State Historical Society has one of the finest collections of newspapers, manuscripts and books in the United States in state and regional history. Because of limited funds the organization has never been able to gather as many manuscript records on the early history of the State and the adjoining region as are needed for historical research. The University of Missouri has likewise been limited in its resources for collecting original materials. As a result of this situation, many of the original records of early Missouri history have been lost. Each year they are going faster and faster.

Recently the Humanities Division of the Rockefeller Foundation became interested in assisting in the collection of American History materials in the region. As a result, the Foundation has given the University of Missouri a grant to assist in the collection of the cultural resources of Missouri and the Great Plains area. The University of Missouri was selected by the Rockefeller Foundation because of the strategic importance of Missouri and because the University of Missouri Library and the State Historical Society Library have excellent collections of books, pamphlets, and bound volumes of newspapers and are already widely used by writers and people interested in historical research and the study of American culture. Only a complete manuscript division is needed to make these libraries fairly complete.

The University of Missouri Library and the State Historical Society Library will serve as depositories for these materials.

By FRANCIS ENGLISH
*Director of Western History
Manuscripts Collection
Columbia, Missouri*

They will be classified and filed so that they will be preserved for future generations and for the use of scholars and writers interested in using them for the writing of history. If Missourians will assist in this project, it is probable that this collection can become one of the finest in the United States and that the library will become one of the great research libraries in American history.

Schools Can Help

The Missouri Public Schools can be of great help to the project by assisting in locating and collecting materials that are to be found in every local community. Teachers of social studies and English are in particularly strategic positions to assist in this work. Classes in American History and Problems and in English III and IV can be enriched by a search for original materials that are so often available. Old family letters, diaries, business papers, business correspondence, church records, and school records are to be found in the most unusual places. These are the raw materials out of which history is made and all such records are important.

The University of Missouri is interested in getting the original documents and preserving them, but where this is impossible they can be copied or microfilmed. Whatever the situation happens to be these precious original sources should be preserved now, while Missourians have the resources of a great foundation to help them and before the manuscripts are all destroyed. The collection and preservation of these rare manuscripts will add to the cultural resources of our State and offers a fine opportunity to the Missouri School System to pool its resources for a cooperative undertaking.

Teachers and school administrators should write directly to Francis English, 316 Jesse Hall, University of Missouri, if they have materials or know where they can be obtained.

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Name..... Name of school or college.....
(Where you teach)

School Street Address..... City..... State.....

(Check): Elementary?..... Jr. High?..... Sr. High?..... College?..... Other?.....

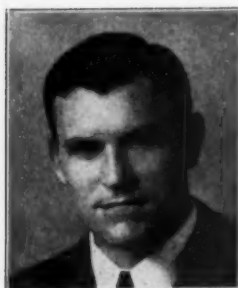
Grade Taught..... Number of Classes I teach.....

Number of students enrolled in one class: Girls..... Boys.....

Meet the Members of the State Department of Education



Loyd E. Grimes
Chief Clerk



L. B. Hartley
Director Teacher
Training and
Certification



Clarence Amen
Supervisor NE
District



Roy Scantlin
State Superintendent

State Superintendent, Roy Scantlin, who assumed the duties of the office January 11, has nearly completed the selection of his assistants. He is to be congratulated on the high type of the personnel of his staff. Superintendent Scantlin came into the office from the County Superintendency of Newton County. He was appointed to this position in 1927 and elected three times.

Mr. Scantlin was born forty-eight years ago at St. James, Missouri. He graduated from Springfield State Teachers College in 1923 and holds a Master's Degree from the University of Missouri.

Among the educational positions he has held has been superintendency of high schools for six years. Mr. Scantlin served in the Army during World War I. He is a member of Phi Delta Kappa, honorary educational fraternity.

Mr. Scantlin is a past president of the Southwest District Teachers Association.



Gordon R. Renfrow
Director of
Supervision



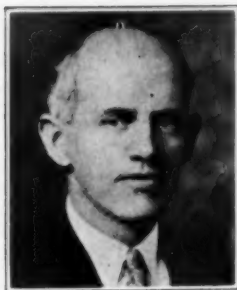
Viola Brandt
Supervisor NE
District



Fred Cole
Supervisor SE
District



Clyde E. Evans
Supervisor Central
District



George B. John
Director of
Finance



Dessa Manuel
Supervisor SW
District



Hoyt Shumate
Supervisor SW
District



Arthur Summers
Supervisor Central
District



Earle S. Teegarden
Supervisor NW
District



W. F. Tompkins
Supervisor NW
District

TWO MISSOURI BOYS CHOSEN IN TALENT SEARCH

Watson Davis, Director of the Science Clubs of America, announced recently that two Missouri boys were among the 40 teen-age boys and girls that have been selected in the second nation-wide Science Talent Search to compete in final examinations for this year's Westinghouse Science Scholarships worth up to \$2,400.

Missouri will be represented by Milton Charles Lauenstein, Southwest High School, St. Louis, and Hillman Dickinson, William Chrisman High School, Independence. They will go to Washington to attend a five-day Science Talent Institute February 26 to March 2. Final examinations and interviews during sessions of the Institute will determine the award of eight four-year Westinghouse Science Scholarships of \$400 each and two four-year Westinghouse Science Grand Scholarships of \$2,400 each. The judges, if they so decide, may award as much as \$3,000 in additional scholarships.

The Science Talent Search is conducted by Science Clubs of America, sponsored by Science Service. The scholarship awards are provided by the Westinghouse Electric & Manufactur-

ing Company as an inspiration to scientific achievement in America.

BACKING UP THE GUNS

Thousands of school patrons in Missouri have had an opportunity to view the vital part our schools are taking in preparing for war and for victory as presented in the sound movie **Backing Up The Guns.**

In addition to the many superintendents and principals who have booked this film for showing in their communities the program chairmen of Parent-Teacher Associations, civic clubs and other groups have used it extensively.

The film has recently been used in the following places: Golden City, St. Louis, Willard, Independence, Brashear, Kirksville, Smithville, Cassville, Springfield, Aurora, Maryville, Platte City, Glasgow, Hannibal, Blackburn, Liberty, Houston, Fulton, Bucklin, Overland, Lock Springs, Sikeston, Lakenan, Monett and Maryland Heights.

This sound movie is available in either the 35 mm. or 16 mm. size.

Write the Missouri State Teachers Association today giving dates you would like to use the film in your community. The only charge for its use is for postage and insurance.

What Do You Know?

DOES THE OTHER FELLOW KNOW what you are talking about? Are you sure you know what the other fellow is talking about? It is a story as old as Socrates to say you must define your terms before you debate on a proposition. Can you define your terms before you read or listen or make up your mind on the prominent questions of war and peace? Are your friends surprised at the accuracy in your use of the following list of words that occur in simple reading on current affairs?

For long years it has been demonstrated that the measure of one's vocabulary is as true a measure as can usually be made of one's knowledge, not exactly of one's mental potentialities, but of one's mental attainments at the time of investigation. Then a knowledge of the real meaning of words used in the discussion of politics and current history indicates a sound grasp of those subjects. Do you have such knowledge, that is, are you qualified to express an opinion on political matters or current events?

Prospective jurors in Los Angeles are given an examination to determine whether they are able to understand the ordinary language used in the court room and the common instructions given by the judge in all cases. Practically the same examination was administered to a group of 239 veniremen in St. Louis, Missouri, with surprising results. For example, when given the choice of *remark*, *deceit*, *wife*, *flood*, one serious gentleman underlined the word *wife* as the term nearest in meaning to the legal term *fraud*.

One group of Midwestern college students showed a pathetic unfamiliarity with such words as *aggression*, *sovereignty*, *sadism*, *plebiscite*; yet how long can one read or speak about the second world war without meeting those words? Would you too be perplexed by the following questions because you are not really familiar with the italicized words?

Is an *ambassador* a *plenipotentiary*?

Must a *budget* concern *fiscal* matters?

Are *munitions* anything but varieties of *ammunition*?

By GERALDINE P. DILLA
University of Kansas City

Can a *protocol* be a *treaty*?
Must a *federal* organization be a *federated* one?

Why are *Yellow Books* and *Blue Books* good to quote?

Is *racism* founded on a *fallacy*?

Is the *ethical* basis for *propaganda* an *academic* question?

Are *Flemings* and *Walloons* both *Belgian nationals*?

If you are not willing to stake your scholastic reputation on your reasoned answers to those questions, then try the following hundred words. Write down your definition of each; then consult a good large, preferably unabridged, dictionary. Score your paper honestly. Learn those words you missed. Hereafter refer to a good dictionary whenever you meet a word of whose meaning you are not sure. A conscientious effort to learn words will improve all your future reading and talking and listening; and—after a few months it will make you almost independent of a dictionary except for a few highly technical terms.

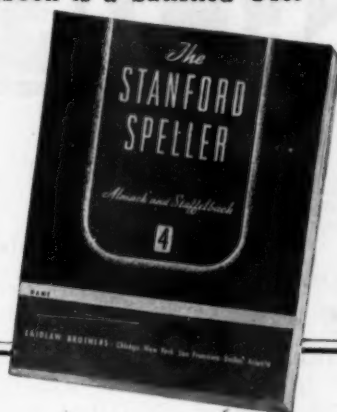
The first seventy of these hundred words were chosen from a copy of *Newsweek*; the next ten were from the *News of Norway*, issued by the Royal Norwegian Government's Press Representatives, 2720 Thirty-Fourth Street, N. W., Washington, D. C. The next ten were chosen from *News from Belgium*, edited by the Belgian Information Center, 630 Fifth Avenue, New York City; and the last ten were from *Australia*, a monthly bulletin from the Australian News and Information Bureau, 610 Fifth Avenue, New York City. All those are representative good reading matter for the average citizens; then teachers and students, being the elite of the nation, ought to score 100 on these 100 words. But do they? Do you? Why?

Axis	commitments
aggression	toll
soviet	cosmic

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The STANFORD SPELLER

A Practical Combination of Pupil Textbook
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Chicago, Illinois

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confiscate
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mobilize

FEBRUARY, 1943

SECRETARY'S PAGE

NEW BULLETINS

The Legislative Committee has recently issued two printed bulletins entitled "Legislation for Better Schools—A Five Point Program" and "Missouri Schools in National Review." Copies will be supplied in quantity on request.

Let us know if you are desirous of having your name placed on the legislative mailing list for special bulletins.



ACTION NECESSARY

If one-third of the Senate revenue is to be appropriated for public schools by the present legislature, you must contact your Senator and Representative immediately and get others to do likewise.

The following letter was written by a Superintendent to his Senator and Representative:

"Dear Senator _____:

I have been informed that there is considerable opposition in the Legislature to the one-third appropriation for the schools. I think you know me well enough to know that I am not in the habit of trying to run somebody else's business for them. I know, too, that you will make your own decision in this matter in the light of the best information you can secure. I do not mean to be presumptuous, therefore, when I urge you to support the appropriation of one-third of the general revenue to the public schools.

I know, of course, that the State faces a financial problem and that appropriations must be cut in some departments, at least, or else we must have an increase in taxes. I know, too, that the State school fund offers an excellent opportunity to those who would like to secure additional funds for other departments without increasing taxes. I know, too, that the school fund has increased tremendously since the passage of the 1931 School Law. In our own case, for example, the State revenue has increased from \$19,791 in 1928-29 to \$70,308 last year. This is an increase of \$50,517. On the other hand, our local revenue has dropped from \$309,377 to \$217,149. This is a decrease of \$92,224.

As you know, we are voting the constitutional limit of \$1.00 and naturally, there is no other place to look for additional school revenue. I am sure that our story is typical of a large portion of the state. We are putting more than two-thirds of our total revenue into salaries, and yet our average salary for the present year is only \$1,272. There are seventeen cities in Missouri paying a higher average salary to elementary women; 20 cities paying a higher average salary to high school women; and 62 cities paying a higher average salary to high school men.

Since we are spending all of our revenue for the operation of our schools, any reduction in school funds would have to be taken out of teachers' salaries. There is absolutely no other alternative. The proposed reduction from thirty-three and one-third to thirty per cent would take from us between six and seven thousand dollars. I realize this would not bankrupt our schools and that we would continue to operate next year as usual, but the seven thousand dollars would have to come from salaries of teachers and janitors who are already underpaid. You know that the government is paying secretaries who are just out of high school and without experience

more money as a starting salary than our average for all employees.

I know there are many flaws and inequalities in the 1931 School Law. I know that some places are getting more State money than they probably deserve and that they are not required under the 1931 School Law to put forth much local effort in the financing of their schools. That, of course, is wrong. However, the evils of the 1931 School Law should be corrected by legislation instead of penalizing all of the schools of the State.

After all, the schools are having a most difficult time now without adding to their problems by decreasing State revenue. We are losing teachers to the draft, to defense industries and to private employment every day because we cannot compete with the salaries paid by the government or in defense industries. At the same time the government is asking us every day to do more in our schools in connection with the war effort. For example, upon the recommendation of the government, we introduced three new courses in our local high school at the beginning of the second semester, particularly for senior boys who will be inducted into the services soon after the close of school. These courses are as follows:

1. First Aid
2. Radio
3. Toughening Course in Physical Education

I am enclosing some data concerning local and state receipts and also concerning salaries. I am, also, sending under separate cover a bulletin of facts concerning the ——— Public Schools, which I hope you will have time to examine at your convenience.

Very truly yours,
Superintendent"

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INFORMING THE MISINFORMED

A recent newspaper article referred to the balance of money on hand in Missouri school districts at the end of the last school year. The writer evidently did not know that these balances included sinking and interest funds, having no bearing or connection whatever with funds received from the State.

The article stated that the balances were a result of mounting receipts from the sales tax. Four years ago the law was passed making it impossible to build up a balance from State funds.

The article referred to the total apportionment for 1942. It did not mention that the figure included money for the School for the Blind, the School for the Deaf, the State Department of Education, and other purposes.

It is pathetic that total figures will be quoted without proper analysis.

ADMINISTRATORS MEETING CANCELED ON REQUEST OF ODT

The annual convention of the American Association of School Administrators scheduled to be held in St. Louis, February 26 to March 2, was canceled January 26 on request of the Defense Transportation Office.

In announcing cancellation officials of the Association said St. Louis would be given first consideration when the next convention is undertaken.

The Delinquent Child: A Challenge to Missouri Teachers

THE TEACHING PROFESSION of Missouri has accepted the sacred trust of training youth for their responsibilities as citizens of this state and nation. The profession may well be proud of its accomplishments, but in a Democracy it can be satisfied with nothing less than the education of all of the children including the delinquent ones. This now presents an educational problem of great importance. It is doubtful if any other problem, with the possible exception of the war itself, so greatly affects the security and the well-being of so many people.

Possibly through indifference, Missourians have been slow in realizing their neglect of problem-children. Sometimes mass awakening is achieved only through mass shock, such as that caused by the recent Boston fire. The death of its 500 victims probably did more to arouse public consciousness than did the death of approxi-

By DR. W. W. CARPENTER
University of Missouri
and

CLARENCE L. MURPHY
Junior High School
Columbia

mately 10,000 people burned singly or in small groups in the year 1941, alone. Similarly, isolated crimes lack the drama of a Lidice mass murder. An isolated delinquent child is placed in an institution and soon forgotten—out of sight, out of mind. But in this institution there will be hundreds of these problem-children, still out of sight, still out of mind.

Teachers should be very much concerned with the training programs for problem-children who may become either worthy citizens or the desperados of tomorrow. Failure to develop adequate pro-



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grams may strike at the very roots of our society and may endanger life as well as cause unhappiness. The security of tomorrow to an increasingly alarming degree, may be dependent on the re-direction of these potentially dangerous criminals. Ostrich like, we cannot afford to hide our heads from the reality that among these problem-children, except for the grace of God and intelligent planning, are the Floyds, the Dillingers, and the Capones of the future.

Missouri teachers should no longer, without protest, tolerate a correctional system for delinquent children which is antiquated in its basic philosophy and methodology. Heaping vengeance and punishment upon young delinquents in an effort to reform them is not psychologically sound. Likewise, segregation as a protection for society in general may have only limited value since most youthful delinquents in a relatively short time return to the society from which they came.

According to an American Legion Child Welfare Report, however, many of the children released from juvenile correctional institutions enter penitentiaries within a few years. The typical educational program for these delinquent children seems to return them to society unable to adapt themselves to any life except one of crime. There is no doubt that the rate of recidivism is extremely high. This seems to indicate that the traditional institution for juvenile delinquents is failing to accomplish the purpose for which it was founded. Missouri teachers need to be informed of these critical problems.

According to conservative estimates, the cost of crime and its control is equal to the cost of all public education. It seems strange that some taxpayers complain about the cost of education, but almost never object to the high cost of crime. These same persons fail to realize that crime's greatest cost is not in the moneys worth used up, but in suffering and tears.

In training programs in the past entirely too much emphasis has been placed on material production. Some institutions have been fairly successful as potato fields, canning factories, and rock quarries, while almost entirely neglecting the primary ob-

jective of citizenship training. Production may be necessary for purposes of maintenance and instruction, but it should not be the criterion for the success of an institution for problem-children.

It would be unfair to place the entire blame for the failure of our juvenile institutions upon the individuals who have been charged with their administration. Some of them have earnestly tried to improve conditions, but they have been victims of a system for which we are all collectively responsible. The first big step toward improving them would be to completely and permanently remove them from partisan politics.

There is nothing about the mere passage of time which changes an individual. The important thing is what happens during its passage. There is no mystic power in a few acres of land and a number of buildings called a reformatory that can fundamentally change a human being for the better. Just being in an institution, or passing through an institution which has no real educational program, cannot possibly accomplish the worthy purpose for which these institutions have been established.

The salvaging of problem-children is a highly complicated and professional task and should be entrusted only to people with high character and professional training. In a large measure, the re-direction, guidance, and training of wayward youth is an educational problem. Teachers must recognize it as a responsibility of their profession. Teachers everywhere must raise a voice of protest to educational malpractice, wherever it exists.

ADVANTAGES OF THE "AMERICAN WAY"

A plan for intensified instruction in patriotism is in the process of development in the public schools of Fayette. Each teacher is devoting several minutes every morning to a consideration of the advantages of the "American Way." Discussions, which are concerned with all phases of the system—governmental, economic and social—is the aim of the high school, according to Superintendent James E. Sutton.

The program is varied and modified to fit the needs and appreciation of younger groups.

Physical Education and Health Program

THE PHYSICAL EDUCATION and health program in the Chillicothe Junior-Senior High School is not an ideal program to meet all wartime recommendations, since each boy and girl does not get five hours of active physical education per week. However, the program is practical for the average high school with limited facilities. The five day a week program for both boys and girls will be adopted in the near future.

The Chillicothe program has three divisions; they are: Health Service to the Students, Health Instruction and A Physical Education Program for Every Boy and Girl.

Health Service

A physical examination is required of every boy and girl. The family physician

By J. E. BRADSHAW
and
JUANITA SINGLETON
Chillicothe

examines the student for defects of the heart, lungs, and throat, as well as for hernia and diseases of the skin. The physical education instructor examines the student and records facts concerning the weight, height, and defects concerning the eyes, ears and posture.

The results of the physician's and physical educator's examination are recorded on permanent record cards, dating from grade seven through grade twelve. The permanent record is then carefully checked and follow-up letters are sent to the



Dancing is an integral part of the physical education program at Chillicothe.

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parents notifying them of the student's physical defects. This physical check up is made the first week of each school year.

A prepared list of the names of all boys and girls having defective ears and eyesight is given to each teacher in the junior-senior high school building. They are requested to seat these students conveniently for class instruction.

Each student pays a gym fee of a \$1.25 which makes it possible for him or her to have clean towels, gym suits, and soap.

Health Instruction

Monday and Wednesday of each week the girls meet in a regular classroom for health instruction. The boys have their meetings on Tuesdays and Thursdays.

The health instruction course is based on the following topics: safety, first aid, nutrition, physiology, and health habits.

A Physical Education Program for Every Boy and Girl

Physical education periods are sixty minutes in length. The boys meet on Mondays and Wednesdays; the girls Tuesdays and Thursdays. Friday is co-recreation day; boys' and girls' classes are combined to participate in co-educational activities.

Restricted and Unrestricted Classification

Physical examination records aid in placing students in either the *unrestricted* group or the *restricted* group.

The program for the restricted group consists of games, light in nature. The games are designed so as not to overtax the students recovering from an operation or illness or having a physical defect of such a nature that vigorous activity would be harmful. The activities of the adapted program consist of games such as table tennis, deck tennis, shuffle board, archery, tether ball, checkers and darts.

Students having extreme or uncompensated heart lesions, or in some cases extreme fatigue or nervousness are assigned to the *rest program*. Army cots and blankets are checked to these students and their hour of physical education is spent resting.

The unrestricted group is made up of students normal in every respect. The

boys' program for this group consists of the most vigorous type of activity such as calisthenics, cross country running, hiking, rope climbing, parallel bars, horizontal bars, tumbling, boxing, wrestling, relays and team games.

The girls' program consists of archery, military drill, rhythms, tumbling and team sports such as field hockey, volleyball, basketball, softball and tennis.

All students, boys and girls, are classified as to age, weight, and height when participating in competitive athletics.

Co-recreation Program

On Friday the girls' and boys' physical education classes meet for co-recreation. In the fall these classes play softball, volleyball, table tennis and deck tennis. During the winter months they learn various kinds of dances. Square dancing has become especially popular with both boys and girls. This type of dancing makes it possible for large classes to take part in vigorous exercise.

Co-recreation has developed into a very fine part of the program. Not only does it give the boys and girls wholesome and active exercise, but it has also improved the manners and social graces of the students. In every way courtesy and friendliness are stressed. The response in all the classes has proved that co-recreation is a phase of physical education that should be included wherever possible in all schools.

Interschool Program

After the football season, 1942, the interschool athletic program was abolished for the duration in order to comply with the efforts of our government to conserve gasoline and rubber. However, in the past the interschool program has been very elaborate, having teams participating in football, basketball, track, wrestling, golf and tennis.

Activity Standards for Unrestricted Groups

Before the attack on Pearl Harbor, physical education activities might have been classed as one phase of social science. Students were learning sport skills so as to be sociable and occupy their leisure

time with some phase of recreation. Today physical education has taken a definite swing toward a biological science. The main objective is to develop the shoulder girdle and the abdominal muscles so as to meet the needs of our Armed Forces.

With this thought in mind, activity standards have been set up for grading the pupils.

The authors have not attempted to discuss the intramural program in this article.

ACTIVITY STANDARDS FOR GRADING PUPIL PARTICIPATION

GRADES				INDOOR TESTING Activities	GRADES			
Junior High School					Senior High School			
I	M	S	E		E	S	M	I
5	10	15	20	Push Ups	25	20	15	6
8	15	25	40	Para-Trooper's*	60	40	25	10
4'	8'	12'	18'	Rope Climbing	20'	15'	10'	5'
15 yds.	40 yds.	65 yds.	85 yds.	Buddy Pack	100 yds.	75 yds.	50 yds.	25 yds.
12 min.	11 min.	9 min.	8 min.	Cross-Country — 1 mile	7 min.	8 min.	10 min.	11 min.
7	11	15	18	Tumbling	18	15	11	7
2	5	8	12	Horizontal Bars	12	8	5	2
3	6	8	10	Parallel Bars	10	8	6	3
5	10	15	20	Chinning the Bar	25	20	12	6

*Para-Trooper's—Partner holds feet and knees of participant straight. Participant is lying on his back with hands folded behind head. A count is made when the participant comes to a sitting position and touches opposite knee with elbow.

Minnesota Summer Session



This year, combine study and needed recreation in Minnesota—Land of Ten Thousand Lakes!

In addition to more than 700 courses, covering all fields of interest, especial emphasis is being placed on war-time educational needs.

More than 400 educators, including many of national and international reputation—plus the splendid facilities of great libraries and laboratories—offer an outstanding opportunity for both graduate and undergraduate study.

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Second term registration Monday, July 26.

WRITE NOW
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UNIVERSITY OF MINNESOTA
Minneapolis, Minnesota

Accelerating the Educational Program

SHALL MY BOY DISCONTINUE his high school work and enter college at the end of his junior year? Will he be better fitted to solve life's problems if he does so? Is a year of college fundamentally more valuable than a year of high school? These questions must be answered by parents, students and administrators for the boy, who at the end of his junior year is eligible, according to the present program, to enter many colleges. It is felt by many that this will allow him to get one year of college training before entering the armed forces. It is the understanding of the writer that the army has approved such a procedure and many colleges are recommending it.

The following question immediately arises in the writer's mind, "What was the basis for this decision?" The writer feels that a decision of this kind must be based on what is best for the boy, if it is not a selfish decision. It is an old adage that schools are not financed in order to give teachers jobs, but in order to give boys and girls training. It is quite evident that this adage applies to the college as well as the secondary level of education.

In answering the question, "What is best for my boy," the writer feels that for a boy the age of the average high school senior it would be better for him to take his training in his home town under the influence of his home and parents. "Yes, but you say, the army says he needs a year of college." Is that what the army means; that a boy needs a year of college, that he needs a degree or does the army mean that the boy needs to have certain knowledge, skills, ideals, habits and attitudes? The writer believes that the latter is the need of the army and that these can be produced as well as, if not better, in the high school.

At many of the meetings held in the past year it has been stressed that the average high school course as now offered could be completed in less than four years. Admitting this may be true, does it necessarily mean that the proper procedure is

E. E. CAMP
Superintendent
Monett

to shorten the high school course and send the boy to college at a younger age? What should be taught in high school anyway? Shouldn't the high school take over the job of giving the boy all the necessary tools of learning he will need in order to go ahead for advanced professional training? If this statement is true, then the question will immediately arise, "Does a student need as much time in college as traditionally has been given in the past?" Would it be possible and desirable to eliminate the freshman, or even the freshman and sophomore years, of education on a collegiate level? At least there seems to be no conclusive evidence that would lead us to believe that it would be less desirable to eliminate the freshman year in college than the senior year in high school.

We will all grant much instructional material has been included in the secondary and college curricula that was not vital to the training of our youth. In many cases about the only purpose some of it serves is that it answers part of the requirements for securing a diploma, certificate, or degree. Thinkers in the field of education will discard the diploma, certificate or degree as an end to the educational program and substitute, as a more desirable end, the needed knowledge, skills, habits, attitudes and ideals with which a boy may take his rightful place in a democratic society.

It has only been a year or two since the cry was that boys were finishing school too young, and the trend was definitely in the direction of a longer training period. We have reversed this thinking in the war period, but the time will come again when we will be faced with the same problems as in pre-war days, the securing of desirable employment for youth after the completion of their formal education. The writer would not hold to traditions and

say that everything taught in the past should continue to be taught in the future. It is his belief that much of the material could be eliminated—that our teaching materials should be more functional on both the secondary and collegiate level. But he does not believe that the present plan of skipping the senior year in order to get a freshman year in college before he is called to the armed services is basically sound for the army or for future education. The army's actual need is for well-trained men who have attained a certain level of efficiency in knowledge, skills, attitudes, habits and ideals. In the writer's opinion, it has not been conclusively proved that a freshman year in college would be any more valuable than a senior year in high school in producing those for a boy.

It seems reasonable to assume that the secondary schools can include the instructional material that will produce the

skills as well as or better than the college and have the boy remain in his own home. It is also generally assumed that the quality of high school teachers is at least on a par with that of freshman instructors in college. Fundamentally the accelerated program means leaving out a year of school for the boy. The question then is, will it be in high school or in college?

In helping make the final decision for the boy, parents and teachers cannot allow the problem of decreased enrollment in college or high school, to effect the answer. It must be answered honestly according to the question, "Will my boy gain greater knowledge, more skills, and more desirable attitudes, ideals, and habits by sending him away from home for a year of college or by retaining him at home to take his senior year in high school?"

LEARNING ARITHMETIC

by LENNES, ROGERS, and TRAVER—Illustrated by MILO WINTER

This series simplifies the teaching and learning of arithmetic and raises class standards in both fundamentals and problem solving:

- (1) Through a logical, common-sense unit organization.
- (2) Through clear initial learning of one step at a time with a wider spread in the introduction of new topics.
- (3) Through a proved problem

organization with fundamentals and problem-solving properly balanced.

- (4) Through problem material properly related to interesting social situations.
- (5) Through cumulative self-

tests and reviews.

The time to eliminate the cause for criticism of the mathematics instruction and training is in the elementary school by the use of a strong successful textbook in arithmetic. Write for information about LEARNING ARITHMETIC, grades 3 to 8.

LIDLAW BROTHERS

328 S. Jefferson St.

Chicago, Illinois



The Americas at War*

I HAVE JUST COME BACK from another trip to the most important regions, countries, islands, colonies and possessions to the south of us. This was my twenty-first trip, consequently I am able to confess to you that I am not certain about anything I have seen. I would have been if it had been only my first trip. On this particular trip I wanted to see with my own eyes whether these various defenses which we have been constructing, and about which we have had so much to say, were really effective. On my first day out of Miami, Florida, we landed in the middle of the jungle somewhere south of us, in a part of the world that a few months ago had hardly been explored. There was an enormous air base, great runways a mile long, enormous camps all about, and thousands and thousands of men from your state and mine and elsewhere keeping watch.

When we climbed from our cabin everyone was amazed to find that we were covered by machine guns from every direction. This is just in case that some day an enemy plane disguised might arrive at that very place. This is the picture of the entire situation throughout all this vast area to the south of us.

In the second place I wanted to find out whether the various countries to the south of us which have declared war and which are, therefore, our allies in this great conflict, really mean it. I didn't have long to wait. Of course, eleven of these countries to the south of us have declared war. That is more than one-third of all the United Nations here to the south of us.

I arrived in the old city of Balem at the mouth of the Amazon River just three days after Brazil had entered the conflict and to my amazement when I got into my hotel room that evening, the first thing I noticed was a large sign telling me where to go and what to do in case of an air raid.

I flew on to Rio and arrived there just four days after the country had gone to war and again I met this same war spirit and this same hurried preparedness. These nations are at war and they mean it.

I also wanted to learn whether the vari-

By EDWARD TOMLINSON
*Inter-American Analyst for Blue Network,
Inc. and N. B. C.*

ous countries who have broken relations with the Nazi powers, but who have not yet declared war, are really cooperating. There are seven of these countries. One of the most remote examples is the old Indian Republic of Bolivia, the highest nation in all the hemisphere, with its civilization 12,000 to 13,000 and sometimes 14,000 feet above sea level. This old country is farther away from us in many ways than any other. When I landed on the flying field at the old eastern foothill of the town of Cochabamba, I was amazed to find one of the largest flying fields in the hemisphere, a great airport, and when I walked into the station there were a dozen United States flying officers. They were there to help the Bolivian Army establish a great military flying base and also to establish an officers' flying school for the nation. Yes, Bolivia is cooperating with us.

Later we landed on a field in the north part of Peru, in the very heart of the desert country, where there had hardly been a touch of civilization before. Now, there is a great flying base. It was amazing to me to see United States flying officers and Peruvian flying officers getting into some very large bombers, and of course, I won't describe what kind they are. You can probably guess very easily. They were going out to patrol the Pacific.

Yes, these countries to the south of us are now in this fight with us believing in our cause and fighting along with us in whatever ways are best for them to fight.

Naturally I paid particular attention to the strategic areas, and of course if you realize that this is such an enormous part of the world—twenty separate and distinct independent nations, one of them larger than the whole United States, another one as large as that part of the United States east of the Mississippi River, and a third

*Digest of address delivered at the Second General Session of the annual convention of the Missouri State Teachers Association in Kansas City, December 3, 1942.

one nearly as large as all that part and the tiniest one larger than all of New England plus half of New York—and ask anybody living in that favored section of the United States and they do not admit it is a small part of the earth's surface. I will speak only of those more strategic areas which mean so much to us at the present time.

Brazil is the Bridge

First of all is Brazil; this giant country with 47,000,000 people within its borders. It is the outpost of the Western Hemisphere. It is the one nearest to the conflict in Africa and in Europe. Brazil is the bridge by which Facism and Nazism would have come to the New World in force if it had attempted to come that way, and that northeastern part of the country is, therefore, the outpost of the New World, now and forever. That part of the world is tremendously important to you and to me and you can just imagine what it would have meant if Brazil had remained neutral, or if it had not cooperated with us, because Natal, Brazil, strangely enough is 2,700 miles further eastward than is New York City or any point on the Atlantic coast of the United States. We must look to that part of the world for the real defense of this hemisphere in so far as the land is concerned.

More Germans are found in Brazil than in any other country in the hemisphere except our own. These Germans were concentrated in one section of the country and they lived so completely to themselves that they had continued to speak their own language, teach school in German, to listen to sermons on Sunday in German, to print their newspapers and magazines and local publications only in German. Their influence was brought to bear upon the government and institutions of the nation demanding neutrality for Brazil.

Five million people of Italian blood in the south part of Brazil, I am happy to say, have even less use for Mussolini than we do, and they particularly hate the Nazis. They feel that their country or mother land has been given over to Hitler and his friends, consequently, they are among the most patriotic people in the country. There were 250,000 Japanese even in the further part of Brazil. They too had remained unto themselves.

Hitler committed the fateful and in-

evitable act when he began to sink Brazilian ships and to kill Brazilian men. Nearly over night the Brazilian nation asserted itself and demanded that the government go to war with Italy and Germany, and it did.

What has Brazil to offer us in this conflict? Most people do not realize that Brazil is one of the great nations of the world. Most people do not realize its immensity, its tremendous resources, its manpower. I can't tell you exactly the size of the Brazilian Army at the moment. It is a military secret. But I can tell you what it was over a year and a half ago. At that time it was approximately as large as the standing army of the United States in peace times. But here is something far more important. Since 1912 Brazil has had compulsory military training for every young fellow in the nation upon reaching the age of twenty-one. Therefore you can imagine that out of the population of 47,000,000 many men know how to use a gun. These men had to spend twelve months with the regular army in all of the outposts of the nation. To get a commission as a reserve officer you had to spend two and one-half years in the regular army. If you think the army of that country is just another nondescript Latin-American army you are very mistaken. That army is holding the entire continent to the south of us against any attempt of the Fascists or Nazis to penetrate or to get a foothold.

Brazil also has a navy. It is not a very large navy, but it is probably one of the best trained in the world, and if it is not it is our own fault for the single reason that we have had a Naval Mission with the Brazilian Navy for twenty-five years.

Brazil's flying force is very important too. Most people have forgotten that one of the first men to fly in heavier-than-air machines was the great Brazilian engineer, Santos Dumont, and most people do not realize that he gave public exhibitions in flying before the Wright brothers did in the United States, but being just a simple Latin-American, nobody in this country ever heard of him until about two years ago. Flying became a hobby in Brazil before it did in the United States. Flying was encouraged by organizations which furnished planes to any community that would build a local flying field. Brazilian

flyers today are second to none in the world. Pan-American has been using Brazilian pilots for years, and they have a magnificent record.

Do not underestimate the military importance of Brazil in this war because in the location that she is, she helps to guard the South Atlantic and the life lines to our own people to Africa at the present time as well as the life lines to the Near East, India, to South Russia, and even to China.

Brazil is contributing enormously from an economic standpoint to this war. Two little items make it possible for the United States to fight this war on equal terms with our enemies. You could have all the battleships and bombers and fighter planes and even the guns that you wish, but if you did not have a certain product for those sights, bomb-sights, gun-sights and all that, you couldn't do very much. Just one thing answers that purpose—quartz crystal—and Brazil produces approximately three-fourths of the entire world supply, which is coming to the United States at the present time. We could not manufacture all the planes and machinery and mechanized things for warfare if we did not have the tools with which to make them, and we couldn't have the tools if we did not have the industrial diamonds to use in them, and it so happens that today Brazil produces approximately sixty per cent of all the world's industrial diamonds, and we are getting them.

The fact that Brazilians are more determined in this war than any other peoples to the south of us is one of the greatest contributions. Brazilians know something about Germans. In Brazil, as in no other country that I have ever visited, do you find the people saying this: That once and for all the German nation, the people and the forces of that nation, must be completely defeated and humiliated if we are ever to have peace in this world. They do not subscribe to this saying, "We have no quarrel with the German people. We are only quarreling with the militarists and the Nazis." If you are looking for a nation that is determined that victory shall come to those who are fighting the evil forces of the world, I invite you to go and see Brazil, our newest ally in this great conflict.

Other Countries in Difficult Role

There are some other countries in South America that fill a very difficult role. Those others are heard of very little—the countries of Uruguay, Paraguay and Bolivia. Uruguay lies squeezed in between Brazil and Argentina. It has a population of only two million people. It occupies a difficult role in having to comply with two different international policies. In other words, on the northern border is Brazil, which has gone all out in war; on her southern border is Argentina, which still insists holding hands with Hitler and Benito and, therefore, her territory is in danger of being used as a bridge for Nazis and their friends from Argentina to try to penetrate Brazil and the other countries which are in war. But little Uruguay plays its role unflinchingly. I think if any little nation in this hemisphere deserves a medal for its courage, that that little country does. It was the first in all the hemisphere called upon to face Hitler and defy him. When the famous battleship, Graf Spee, sailed into the harbor of Montevideo and demanded to stay, the Foreign Minister of that country, Dr. Alberto Guano, stood up and said, "No, take your unspeakable ship out of this country's capital harbor." That little country that hasn't a single battleship or a single cruiser and only one war ship, which is an old yacht with a couple of guns upon it, certainly had to have courage to do that.

Dr. Alberto Guano defied the Hitler forces when he defeated them in June 1940. At that time ten thousand Germans, most of them citizens of that country, had organized themselves in a force that they were almost at the moment of pushing the government out of power and putting into power a government sympathetic toward the totalitarian idea, and again the little Foreign Minister defied them, and once again he asked the United States and Brazil if they would back him up, and at the climax of this difficulty a United States cruiser with full complements aboard sailed peacefully into Montevideo harbor to pay a social visit to the government and the people of the nation, and they did not spring the coup d'etat, and all the leaders of that group are still in the penitentiary in Uruguay. Last January at the Rio Ministers Conference Dr.

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Alberto Guano was again the first man to stand up and publicly break relations with the Axis without waiting to find out what anybody else was going to do. Yes, Uruguay makes no bones about the fact that it is aiding and abetting those who are fighting the Nazis.

Paraguay is a different story altogether. That little country right in the center of southern South America is friendly to the Germans. The government that broke relations with the Axis powers last January is not the same government that is in power today, and consequently at this moment in every city and town there are Germans from Argentina who have come to spend a vacation in Paraguay. Paraguay is the rotten apple in the center of the South American barrel. But I assure you Brazil's armed forces are along the northern border and they are watching very carefully.

Bolivia, Long Under German Influence, Now Cooperates

Bolivia too has been under German influence for a long time, but Bolivia today is cooperating and working along with us. Most people may have forgotten that following the last World War one of the most famous German generals of that conflict came to Bolivia and became Commander in Chief of the Bolivian Army. In 1940 a German, Busch, the son of a German immigrant father and Bolivian mother, became president of the Republic and they established in Bolivia one of the most efficient air lines to be found in the world. At an old Bolivian town, at which I stopped, they had established one of the largest airports in South America. The Germans have done all this getting hold of Bolivia, and yet they guessed wrong for the Bolivian nation broke the relations along with the other countries and today is cooperating to the extent that these very same air lines are now being operated by the Pan-American—Greece Airways, a United States owned company. Tin ore is now coming from Bolivian mines as fast as we can get the ships to bring it.

There are two countries on the western side of South America that play the same parts in the Pacific that Brazil plays in the Atlantic. Those two countries are Peru and Ecuador. They guard

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FEBRUAR

the southern approaches to the Panama Canal, and if those countries were uncooperative the way to the Panama Canal to the south might be wide open to attack. Peru is working with us from a military standpoint and from other standpoints. The one danger in Peru is the large Japanese colony. in Peru is the largest Japanese colony in any country in the hemisphere except the United States and Brazil. There are over 30,000 Japanese in the city of Lima alone, the capital of the country, and they have done a little propagandizing. They have passed out the word quietly if they are molested, if there is any attempt to drive them out of the country, they will simply set fire to all their little shops and houses in which they live, scattered all over the old city of Lima, Peru. That would be a terrible thing. But the Peruvians have spread a little counter propaganda. They have let it be known, quietly of course, that every Jap is covered by a Peruvian, and that if they should set a match to any house anywhere, every Jap is going to get his throat cut from ear to ear, because the Latins also know something about propaganda.

Another little country in western South America deserves the same kind of thought that little Uruguay deserved in eastern South America. That country is Ecuador. You hear little about it, and yet probably the greatest contribution that has been made to the war effort by any one country in the Pacific has been made by little Ecuador. That country owns the Galapagos Islands, which lie 750 miles off her coast, and they lie in the path of the approaches of the Panama Canal. The day after Pearl Harbor little Ecuador asked the Government in Washington what we thought she should do to help the cause. We suggested that the Galapagos might be a very nice place to build a naval and air base. They replied immediately and said, "The privilege is yours." So today if the Japs attempt to come from that direction, they will have plenty of entertainment long before they get anywhere in the region of the canal itself. The Galapagos Islands are the bulwark in defense of the canal zone.

Recently I went out on a long trip to see some of the jungle bases. We flew for

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100	35.35	18.46	14.25	11.72	10.05
125	43.77	22.69	17.43	14.28	12.19
150	52.52	27.23	20.92	17.14	14.62
200	70.03	36.31	27.89	22.85	19.50
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Amount I wish to borrow \$.....for.....Months

300 miles and I had not seen a thing, not even a clearing anywhere in the palm forests of the jungles. I complained to the pilot. He said, "We have passed one every thirty minutes since we left." Finally we got out and went to see some of these close up. We landed in what I thought was a cow pasture with a little house in the middle of it. I didn't notice what became of the house just before we landed, but later I discovered that the house went rolling off in the jungle and we landed. Then we got into a jeep and started

to drive away. We drove for 15 miles through the heart of one of those tropical palm forests. I said, "Where are the flying bases?" and they said, "500 yards away." And we went over and got directions, and there it was; but the flying field was filled and covered with palms, just like all the forest. But at the proper time, the palms would go rolling back and there would be a field left for the planes to take off—gigantic flying fortresses and thousands of men at that particular place. And so they are throughout all this vast area.

American Textbook Publishers Institute Organized

THE LEADING TEXTBOOK PUBLISHERS of the nation have perfected an organization known as the American Textbook Publishers Institute. The objective of the Institute is to study and seek to reach a constructive solution of problems having to do with the use of textbooks as the tools of learning. The specific activities agreed upon by the Institute are:

1. To render all the aid of the industry to the government and its agencies to assist in the prosecution of the war.
2. To encourage and cooperate in stimulating research on textbooks and on teaching problems directly affecting the use of textbooks.
3. To increase the public service that may be rendered by the textbook publishing industry.
4. To provide a clearing house of ideas, suggestions, and recommendations made both by educators and by publishers pertaining to the more effective use of textbook material.
5. To promote a better understanding on the part of the public of the essentialness of education in a democratic society and the unique contribution of the textbook publishers to education.
6. To cooperate with educational au-

thorities and with citizens, agencies, and institutions interested in educational development.

Dudley R. Cowles, President of D. C. Heath and Company, is President of the Institute. Other officers are: First Vice-President, George P. Brett, Jr., President of The Macmillan Company; Second Vice-President, Murray N. Parker, President of Benjamin H. Sanborn and Company; Secretary, Edward H. Kenerson, a Director of Ginn and Company; and Treasurer, Burr L. Chase, President of Silver Burdett Company. The Executive Committee is made up of the President, Dudley R. Cowles; the Secretary, Edward H. Kenerson; and James G. Stradling, Vice-President of the John C. Winston Company; R. C. McNamara, Vice-President of Scott, Foresman and Company; and J. W. Prater, Vice-President of Houghton Mifflin Company.

This Executive Committee has selected as Executive Secretary of the Institute Lloyd W. King, who has just completed his eighth year as State Superintendent of Schools and State Director of Vocational Education for Missouri.

Mr. King is recognized as an able educator and a strong administrator. Under his competent leadership the Institute promises to contribute valuable assistance to education in the United States.

Our Teacher Poets

TRIBUTE TO LINCOLN

SEE that majestic oak,—
More than a century has passed
Since he was a young sapling
Beginning to feel the blast
Of storms that laid him low,—
Rising again after each blow
Till rugged trunk and branches long,
Grew straight and tall and strong,
Holding the warmth of summer sun,
Keeping the richness of rain,
Showing patterns that Autumn had spun,
Generously giving his treasured gain,
Towering aloft to meet each breeze,
To stand at last a king of trees.

Behold a great and noble man,—
Over a hundred years have gone
Since he was a youth rising above
The sting of privation, facing dawn,
Obscure in the relentless gloom,
Dark with distant forboding doom
Of a nation. Dire prophecy he read aright,
Guided by truth, he held that flaming
light
Through fury of storm and despair,
Held it firm for a stricken land to see
A rugged path marked with legends—
"Epluribus Unum" and "All men are Free."
His faith was tempered with wisdom,
With charity and hope against fears,
Leaving proud heritage that a union for-
ever
Might reap the richness of years.

And still his spirit lives.
Through new perils may we,
Holding aloft that torch of freedom,
Know that a nation's liberty enshrined
Shall not perish nor his name cease to be
The emblem of justice to all mankind!

—ALICE ROOP
Springfield

POETRY FOR STUDY HALL

While keeping a study hall the author
penned the following verses of advice for
his students.

This is a study hall
As some of you know.
But to others,
It's a time for the tongue to let go.
My advice to you in this simple rhyme,
Is to study hard, and avoid overtime.

Each act, each deed that you commit
Has part of the name you represent on it.
You are a mirror, and each day you re-
flect,
Home's loving care, or complete neglect.

If your grades are low,
And answers to questions—"I don't
know."
It's because you take lightly
The time spent here,
And your attitude is—"I don't care."

If you are chewing gum
Or reading comic books,
Your mind is as empty
As a drought stricken brook.
What you need is a down pour of rain
In the way of study, review,
And study again.

A magic formula for getting lessons done
"Has never been discovered," so says the
wise one.

It's been the same
Since the dawn of man
Study, study, more study—Amen.

If you can spend this hour
In trying your best,
To be quiet and courteous
To all the rest,
Then you have accomplished
The thing we ask.
And to us
It has not been drudgery—
Neither a task.

—SAM PASSIGLIA
Kansas City

THE TEACHER'S LAMENT

THE PROBLEM CHILD is everywhere
In classroom, school, and life;
Now, Johnny has a low I. Q.
Poor Betty . . . hasn't sight.

Mary Jane can draw just swell
But reading is a strife;
And Joey, there, is quite fair—
He tries with all his might.

Lucy is a sickly tot
And play she never will;
Tommy, well—to explain
Is a "sugar-coated pill."

What to do is my lament
For Billy, Sue, and Kyte;
Adjustments must be accurate,
I'll sit up another night.

Solving such a situation
Will surely take a seer;
The child is not the problem
It's the teacher, so I fear.

—EULA VOIROL
Kansas City

SECOND FRONT

OUR NATION'S on the battle field,
We'll fight and we will never yield,
We'll let the Axis stand the brunt,
We all are on the second front.

We'll knit and sew, prepare foods, too,
To show the Axis what is due.
We will our pleasures do without
And let them know what we're about
When politics are all struck out,
When all short hours, high wages go,
And profits, too, are gone. And lo!
There'll be no sorrow for the foe
When tanks, ships, planes from our own
world

Against the enemy are hurled.
We know our flag shall ne'er be furled!
We feel that Death lurks ever nigh,
But men for Freedom gladly die.

We'll give our pow'r, we'll give our all;
We'll sacrifice both great and small.
We know we'll win; yes, we're that blunt,
For we are all on second front.

—SADIE MADGE HUNT
Elsberry

WARTIME TEACHER

1942

I do not carry a rifle,
Nor toss a hand grenade.
I haven't the slightest idea,
How one of our bombers is made.

I wasn't in Pearl Harbor,
Guam or Singapore.
I'll receive no medals for bravery,
As others have done before.

Yet I'm doing my bit for Old Glory,
In subtle ways and true.
I'm helping strengthen our nation,
And giving it vigor anew.

I'm teaching young minds democracy,
In the way democracy's taught.
My medals are deep satisfaction,
That I'm doing my job as I ought.

For we who teach young Americans,
In the grand American way,
How to live as good Americans,
Are doing great work today.

1943

The teacher's rod I lay aside,
The scholar's gown I shed,
To don my country's uniform,
To go where I am led.

Our country's fate we'll settle
In a manner cold and cruel;
But the final victory must be won
In each and every school.

—LAWRENCE DANIELS

IMPORTANT EVENTS

MARCH

4 American Association of Junior Colleges Annual Meeting, Hotel Statler, St. Louis, March 4-6, 1943.

19 Department of Superintendence of M. S.T.A., Thirtieth Annual Meeting, Columbia, March 19-20, 1943.

APRIL

14 American Association for Health, Physical Education, and Recreation, Netherland Plaza Hotel, Cincinnati, Ohio, April 14-17, 1943.

22 Classical Association of the Middle West and South Annual Convention, Chicago, April 22-24, 1943.

JUNE

25 National Educational Association Annual Convention, Indianapolis, Indiana, June 25-29, 1943.

NOVEMBER

3 Missouri State Teachers Association Annual Convention, St. Louis, November 3-6, 1943.

ITEMS OF INTEREST

Frances Atterberry, who has taught vocational home economics in the Platte City high school for the past two and one-half years, has resigned to go to Maryland to be with her husband who is in the armed forces.

Jean Landsiedel, a recent graduate of the Warrensburg Teachers College, was employed to fill the vacancy.

Raymond P. Kroggel, director of speech and radio education for the State Department of Education during the past five years, has accepted a position as coordinator of radio and visual education at Stephens College.

Retha Sale, supervisor of art in the North Kansas City public schools, began conducting night classes in arts and crafts at the University of Kansas City on February 1.

Avery Buchanan, coach and science instructor in the Concordia schools, has enlisted as a physical instructor in the U. S. Navy. He left for training at Norfolk, Virginia, at the end of the first semester.

Gotlieb E. Barlow, superintendent of the Richards public schools, has been named superintendent at Galena.

Wilbur C. Elmore, superintendent Laclede county schools, has been commissioned an ensign in the naval reserve.

Mrs. Hazel Ponder has been appointed assistant to carry on the duties of the office during Mr. Elmore's absence.

Arthur Lindstrom, head of the music department of Tarkio college, was recently inducted into the Army.

Frances Marie McPherson of St. Joseph has been appointed to succeed Mr. Lindstrom.

W. H. Hunnicut, formerly representative for the Economy Publishing Company, has accepted a position as representative for the Laurel Book Company. He will remain in Missouri.

J. W. Clark, superintendent of the Patterson schools, has been elected to a similar position at Lesterville.

James Lloyd Stone has been appointed Superintendent of Thomas Hill Consolidated High School to succeed Mr. Waldo E. Malone who has entered the Armed Service.

R. L. Alexander has been named to the post of superintendent of the Patterson high school. Mr. Alexander was formerly principal of the Patterson high school and will be succeeded in that position by T. W. Grant of Piedmont.

The Patterson schools are now running on a six-day week schedule in order that they will be able to close schools earlier in the spring to permit high school youths to do farm work.

P. K. Harris, Jr., teacher in the Douglas school of Pemiscot county, left on January 11 to join the forces of Uncle Sam.

C. A. Repp, superintendent of Otterville public schools for the past five years, has been named superintendent of the Cooper county schools. Mr. Repp succeeds **Gordon Renfrow** who resigned to become director of supervision in the State Department of Education.

C. A. Lemery, Hamilton, has been appointed county superintendent of schools for Caldwell county. He succeeds **Earle S. Teegarden** who resigned recently to become supervisor of public schools in the State Department of Education.



Don't you think I need Vitamin B tablets, or something, Mother?

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City and State _____

★ **Clifford Johnson**, principal of the Stanberry high school, has been called to the Air Service and has been taking training in the State Teachers College at Maryville, Missouri.

Richard Parnell, superintendent of the McFall schools last year, has been appointed to succeed Mr. Johnson as principal of the high school.

Charles Sloan, principal of the Hartville public high school, was recently made superintendent of schools. He succeeds Leonard B. Hartley, who resigned to take a position in the State Department of Education.

★ **Elgie W. Posey**, former coach and social science teacher in the Belton high school, has been inducted into the armed services and is now located at Fort Frances Warren, Wyoming. He is in the Quartermasters Corps.

A. F. Elsea, State Director of Rural Education for the Department of Education, has accepted a position as Editor-in-chief of the Laurel Book Company. He began his new duties January 11.

Charles E. McClard, principal of Maryville high school, was recently named as a member of the William Jewell College Navy Pre-flight School faculty. Mr. McClard has been in Maryville only a short time. Before going to Maryville he was principal of the Liberty high school.

Mrs. Bert E. Morgan, principal of the Civil Bend consolidated schools, has been promoted to superintendent. She succeeds her husband who has assumed the duties of the Daviess County Clerk at Gallatin.

Dean E. Douglas, supervisor of fine arts in the State Department of Education, has accepted a position with RCA Victor Division of the Radio Corporation in Camden, New Jersey. He left Jefferson City on January 20 to go to Camden where he will do some organization and research work on educational consumption.

New Material on Latin America

"OUR SOUTHERN NEIGHBORS" Published by the Laurel Book Company is just off press: 388 page book, well printed and bound, profusely illustrated, 300 bleed pictures. Fits the work outlined in the New Elementary Course of Study. Order from Missouri State Teachers Association, Pupils Reading Circle, Columbia, Missouri. List price \$1.28. W. H. Hunnicutt, State Representative, 802 Holland, Springfield, Missouri.

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FEBRUAR

of RCA equipment.

Mr. Douglas is employed as an educational specialist and his first assignment entails the educational relationship between RCA and the field of educational consumption in the Chicago area which includes fifteen states. Missouri is included in this group.

After two months of work in this field, Mr. Douglas will have his office established in Chicago.

A CARLOAD OF TROUBLE

The Wardell public schools have just completed loading a freight car of scrap. More trouble for the Japs.

BUYING A JEEP

The Noel public schools are buying a jeep with defense stamps purchased by the students. D. A. Ferguson is superintendent of the Noel schools.

STAMP AND BOND SALES

The Belton public schools report that they have sold \$5,409.00 in stamps and bonds for the first four months of the present school year.

FARM MOBILIZATION DAY

Farm Mobilization Day was held at the Downing high school on January 12. A large crowd of interested persons attended to hear local speakers give valuable information concerning the goals set for production and to enjoy the several speeches given by the Speech Department of the high school on various war aims.

HOT LUNCH PROJECT TO CONTINUE

The Frankclay board of education, according to superintendent of schools, Roy F. Sutherlin, is making plans to continue the Hot Lunch Program for students of the school district, even after federal aid has been withdrawn.

During the month of December the school served 3,600 meals to approximately 175 pupils. Meals were prepared in a central kitchen and some were transported a distance of two miles to a ward school.

The school was able to produce, in its own garden last year, one hundred bushels of potatoes and twenty-five hundred quarts of vegetables.

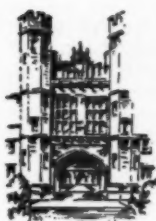
ATTENTION EDUCATORS

May we send you our free set of Bulletins? They may help you with your counseling program. Young men need your assistance in selecting a vocation. Know the facts about Ranken courses and opportunities. The school has helped thousands of young men get the right start in a technical career. With your cooperation others may be privileged to receive assistance through our endowments. RANKEN IS NOT OPERATED FOR PROFIT. Write today for set of Bulletins No. 10.

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For complete bulletin, address Frank L. Wright, Director of Summer School

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CLEVER SCHOOLS AID WAR EFFORT

The vocational agricultural classes of the Clever high school are repairing farm machinery for people in the school district. Mr. Vencil Mount, instructor of agricultural work, has also organized a class of adults who are studying the problems of repairing farm machinery.

A class in foods and clothing in wartime is being offered by the vocational home economics teacher, Miss Lindell Eaton, according to word from superintendent of schools, C. F. Chaney.

DO YOU USE THE RADIO?

Teachers throughout the United States are invited to enter the fourth annual competition in the use of radio in the classrooms, sponsored each year by the School Broadcast Conference, national radio education meeting primarily concerned with the utilization of radio in the schools.

Information regarding entries may be had from School Broadcast Conference headquarters, George Jennings, Acting Director, 228 N. LaSalle Street, Chicago.

DEPARTMENT OF SUPERINTENDENCE OF M.S.T.A. TO MEET

Columbia, March 19-20, 1943

THE THIRTIETH ANNUAL MEETING of the Department of Superintendence of the M.S.T.A. will be held in the Education Building at the University of Missouri, March 19-20, 1943. The general theme of the meeting is "Looking Forward In Education."

L. O. Little, president of the department, will preside at the Friday morning session. Music for this session will be furnished by pupils of the University Laboratory Schools. Superintendent Little will introduce Frederick A. Middlebush, President of the University of Missouri, who will give an address of welcome.

Dr. William Heard Kilpatrick, emeritus professor, Teachers College, Columbia University, will be the principal out-of-state speaker at the Friday morning session. Professor Kilpatrick is widely known as a teacher and author of outstanding ability.

L. B. Hoy, superintendent Gideon public schools, will preside at the Friday afternoon session. Students in the School of Education will provide musical numbers

APPEAL BOARD DEFERS TEACHERS

The board of education of the Belle school district recently asked the District 5 Appeal Board in Rolla to defer four of its teachers scheduled to be inducted into the armed services.

After reviewing the case the Appeal Board granted the deferment until after the close of this school year.

CLOSE FOUR RURAL SCHOOLS

Carter county, with a population of only 6,226, is the smallest in the state. There are only thirty school districts—four maintaining first class high schools and twenty-six rural districts. Four of the rural schools are closed and are transporting their pupils according to Earl C. Kearbey, county superintendent of schools.

During the last school year Carter county had a total of sixty-nine teachers. This school year, 1942-43, there are sixty-five teachers. There are five classified second class rural schools. The average salary per month for the rural teachers is \$88.60.

for this session. Details of the program are not as yet complete for this meeting. Those in charge of the arrangements hope to devote this session or the Friday evening session to a discussion of the Legislative Program of the Missouri State Teachers Association. Tracy Dale, Chairman of the Legislative Committee of the M.S.T.A., will have charge of this part of the program.

A committee from the University of Missouri has made arrangements for an informal reception for the visiting administrators which will be held in Room 219 in the Education Building at 4:00 p. m. on Friday.

The entire Saturday morning session will be devoted to business and reports of Standing and Special Committees.

A luncheon meeting will be sponsored by Phi Delta Kappa, Saturday, March 20. Joe K. Evans, principal Lee School, Columbia, will introduce the guest speaker, Roy Scantlin, State Superintendent of Public Schools.

SCHOOL AND COMMUNITY

Make This YOUR Year: Many teachers secured better positions through us in 1942. You, too, should advance. Many September vacancies already listed. Let an agency with more than forty years' experience help you. Write NOW for enrollment blanks.

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The experienced teachers placed by us in 1942 received on the average an increase of more than \$315.00.

DID YOU GET THAT LARGE AN INCREASE?

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C. E. Cozzens, Mgr.

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For a better position and higher salary enroll now. Free enrollment.

Member National Association of Teachers' Agencies.

BUFFALO HIGH SCHOOL DESTROYED

The Buffalo high school was destroyed by fire on January 13. The high school building was new, being completed less than a year ago. The fire, which was reported to have started in the basement, was of unknown origin. The loss is only partially covered by the \$50,000.00 insurance carried for fire protection.

INCREASE IN SALARIES

Every member of the faculty of the Independence public schools and non-certificated employees have received a \$25.00 per month increase in their salary recently. This increase, according to Carl D. Gum, principal of the high school, was made retroactive for this school year to September 1. The Board of Education granted the increase to help meet the higher cost of living.

REMEMBER THE JAPS

The Irondale schools made an effort to remember the Japs on December 7. A drive was put on in each room for the boys and girls to buy at least one stamp on that day. As a result over \$136.00 worth of stamps were sold with 96% of the children participating. Superintendent Ralph E. Palmer is making an effort to make the participation 100% each month.

TWELVE CARTER COUNTY

TEACHERS IN SERVICE

Carter county has twelve teachers in the armed forces of the United States. They are Charles Claiborn, Jay Hatton, William G. Potter, Waldo Kingen, Dorris Barnes, James Lowe, Hartwell Lowe, Carrick Berry, George Burrows, Dennis Burrows, Gilbert Gentry, and Kenneth Parman.

DOING THEIR PART

Rural schools of Stoddard county did their part to defeat the Axis in December. Purchases of \$728.60 in War Stamps and Bonds and 14,000 pounds of scrap were reported from eighteen rural schools.

ELEVEN NEW PTA

UNITS ESTABLISHED

Dallas County has eleven new PTA units to its credit for this year. This enviable record was established through the work of Mrs. C. F. Cheek, chairman of the Dallas County PTA organization and Miss Anna Stearns, County Superintendent of Schools. This county has a total of twenty units.

100% ENROLLMENTS

In the January issue over thirty counties were reported as having 100% of their teachers enrolled in the Missouri State Teachers Association. Since that time the two following counties have turned in 100% enrollments:

Callaway County, County Superintendent of Schools, Ben W. Freiberger, and Jefferson County, County Superintendent of Schools, A. E. Powers.

WARRENSBURG TEACHERS

WHO HAVE ENTERED THE

ARMED SERVICE

The Warrensburg public schools have had four teachers to enter the service of Uncle Sam since last year. They are: Robert Huxol, teacher of industrial arts, now stationed at Jefferson Barracks; Sidney Silverman, teacher of physical education, now at Camp Wolters, Texas; Hal Bremer, teacher of instrumental music, San Francisco, California; and Wilma Thomas, teacher of fifth grade, has joined the WAACS.

NECROLOGY

Fannie Willis Booth

Miss Fannie Willis Booth, who has been associated with William Woods College since it was founded fifty-three years ago, died January 12. She would have been ninety years old on February 5.

A native of Springfield, Missouri, Miss Booth came to the school in 1890 when it was known as the Orphan School of the Christian Church of Missouri. She was a teacher of English and also taught science, history, government and other subjects. She had also served as principal, dean, librarian and, for a time, as acting president. For the last ten years she had been alumnae hostess.

James A. Robeson

James A. Robeson, principal of the Longfellow school in Kansas City, died recently. He was born 69 years ago on a farm near Kearney, Missouri.

Mr. Robeson's first teaching experience was as superintendent of schools in Kearney. He next became principal of a school in Warrensburg and was superintendent at Caruthersville from 1905 to 1909. During the next five years he was county superintendent of his native Clay county, then served as superintendent at Pleasant Hill and Holden.

Among his extra curricular positions were these: president of the Schoolmasters Club, the Cooperative Council for two terms, and president of the Teachers Credit Union since 1933.

William T. Longshore

William T. Longshore, connected with the Kansas City schools for more than 40 years and prominent in the field of education, both in the state and the nation, died recently in Kansas City.

His early professional training was received at Central Missouri State Teachers College where he earned his B.S. degree. Later he studied at many different universities and held his A.M. degree from Teachers College, Columbia University.

Before coming to Kansas City Mr. Longshore was teacher, high school principal and superintendent in several Missouri towns. In Kansas City he served as principal at Allen, Morse and Greenwood Schools.

He helped organize the Schoolmasters Club in Kansas City and was its first president, was also president of the Kansas City Elementary School Principals Club. He also served as secretary and president of the Department of Elementary School Principals of the National Education Association.

John F. Osborne

John F. Osborne, 76 years old, for twenty-one years principal of the Thatcher school in Kansas City, died January 8.

Mr. Osborne entered the Kansas City school system in 1909 and served as principal of the William Cullen Bryant, George B. Longan and Hamilton schools until 1918 when he took the

position at Thatcher school. He retired in 1939.

He was born in Macon County, Missouri, and educated at Northeast Missouri State Teachers College at Kirksville, and later took post-graduate work at several other colleges. Mr. Osborne served as commissioner of education in Ralls and Monroe counties and superintendent of schools in Perry and Wellsville before coming to Kansas City.

He was a past-president of the Schoolmasters Club in Kansas City.

The following lines by Miss Blanche Peters were written in memory of Mr. Osborne.

Today you sleep
And your great heart is stilled.
Your years of service ends,
Your aim fulfilled.

The great crescendo peals the lilt of children's song.
Thrice blessed they were that you did lead the way,
You did not drive, but led them understandingly
Your vision, your great love of them, held sway.

Your last journey—into the mist beyond you pass
Nor realized for what you stood to them.
They breathed your helpfulness as their native air,
'Twas manhood, womanhood,
Life's anadem.

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EDITORIAL PAGE

A NEAR CALAMITY

A MEMORABLE DAY is Thursday, January 14. It might have been a sad day for the children of this state; a blot on the record of a great Commonwealth that has for fifty-six consecutive years appropriated one-third of its general revenue for public schools. On that date sixty-three members in the House of Representatives voted to reduce the schools' share of the general revenues from thirty-three and one-third per cent to thirty per cent. Had this amendment prevailed, and it would have had it not been for the foresight and courage of seventy other representatives, the children and the teachers of this state would have suffered unjustly.

Many schools, already in need of additional money, would be hopelessly wrecked by this ten per cent reduction in state aid. Hundreds of schools are voting the constitutional limit and therefore can not replace a loss of state funds by increasing local taxes.

Perhaps several factors entered into the pattern which misguided the sixty-three representatives voting to cut the school fund. Their names and also the names of the representatives voting to save the fund may be found on pages 55 to 57 of this issue.

Among the factors is the alternative suggested by our Governor that one way to balance his top-heavy budget is to go back to horse and buggy days for schools and reduce their allotment by appropriating less than 1/3 of the state revenue for public schools.

The chief executive makes this backward proposal and in the same breath makes recommendations for sharp increases in spending for the offices and departments of the state. The Governor attempted to justify these increases on the basis of increased duties of these departments in connection with the war effort. We are deeply disappointed that he does not comprehend the greatly increased duties and responsibilities of the public schools in this struggle.

Our schools are training a great reservoir of youth in subjects directly related to needed technical knowledge and skills in the armed forces. The girls are being trained in first aid, nutrition and auxiliary work.

Teachers have been called on by the Federal Government to handle the gigantic task of registration for sugar rationing and gasoline rationing. These same teachers work every day in promoting the sale of stamps and bonds; in organizing and directing scrap drives; in teaching first aid classes; in serving on neighborhood planning councils and helping our advance toward victory in numerous other ways. Their time and energy for these extra duties has been

given free to the public they serve. They have not been paid for this overtime. They did not expect it. Neither did they expect certain members of the Legislature to attempt to reduce their salaries at a time when living costs are rising. Living costs have increased twenty-two per cent since the war started.

Does our Legislature desire to cripple the efficiency of the public schools and directly hinder the war effort by forcing teachers to leave their profession because of reduced salaries? The average salary of teachers in rural schools is the miserly sum of a little over \$50.00 per month. Other teachers receive an average of less than \$100.00 per month. Teachers are already making a financial sacrifice by sticking with their jobs. They can make \$2,000 and up per year doing unskilled work in defense plants. Teachers want to stay at their posts and render service, but they should receive at least a subsistence wage, not a cut in salary.

Another factor that has precipitated the move to reduce the school fund has been the continual play on the words "The Huge School Fund." The opponents of schools point with shaking fingers to the period when the state paid approximately five million dollars toward the education of its youth and with great gusto now proclaim that schools are rolling in wealth since the state last year apportioned \$16,345,825.

OPERATING EXPENSES LESS

Let us take a look at the record and let the facts speak. For the school year 1930-31 all school taxes levied amounted to \$42,257,333 and the regular state apportionment was \$5,164,357 making a total of \$47,421,690. In 1941-42 all school taxes amounted to \$34,871,013 and the state apportionment was \$16,345,825 making \$51,216,838 available.

The difference between the 1941-42 total of \$51,216,838 and the 1930-31 total of \$47,421,690 is \$3,795,148.

The question arises as to how this increase is being spent. The answer is: tuition of non-resident students included in the state apportionment accounts for \$2,255,092 and transportation aid accounts for \$1,939,955. For these two services, which were *not available* in 1930-31, we are spending \$4,195,047. In plain words schools lacked \$399,899 of having as much money available in 1941-42 for operating expenses as was available in 1930-31. Thus the "Huge Increase" dwindles into an actual deficit.

ACTION IS IMPERATIVE

The bill appropriating one-third of the general revenue for schools has now passed the House and Senate, but this provides only for the first six months of the next biennium. Strong forces will attempt to reduce this amount. See that your Representative and Senator have the facts in time to make an intelligent decision. Let them know through your school board, P.T.A., and civic groups how a reduction in state aid would impair your local school. Get busy!

UNIVERSITY OF MISSOURI

1943 SUMMER SESSION

JUNE 14 — SEPTEMBER 3

CALENDAR

June	14—Monday, registration for twelve-week term and for first six-week term
June	15—Tuesday, class work begins
July	23—Friday, first six-week term closes
July	24—Saturday, registration for second six-week term
July	26—Monday, class work begins for second six-week term
September	3—Friday, summer session closes

The demands of the war and of the anticipated post-war period emphasize as never before in American life the necessity for education and specialized training. The University of Missouri extends its complete resources and facilities for the 1943 Summer Session. The accelerated program of the University offers exceptional opportunities which are worthy of careful consideration.

All divisions of the University will be in session, and programs of graduate and undergraduate study will be available for students. In addition to the regular curricula, training opportunities will be organized in specialized fields. Students may elect courses in the summer session which will be essential in training for specialized fields of service now urgently needed in relation to the war effort. Among these fields of specialized service may be found: civil service classifications, administrative and technical; accounting; laboratory technicians; engineering aides; office and secretarial positions; nursing; etc.

TRAINING FOR TEACHERS

The School of Education teacher training program has been planned to carry forward the regular teacher training curricula and, in addition, to render teacher training service and assistance as may be necessary to meet the particular needs presented as a result of war conditions. The special features of this emergency program are:

1. Regular students may enroll in the School of Education with thirty hours of credit instead of the usual sixty. This will make possible a program of genuine acceleration.
2. Students may enroll in the School of Education as freshmen and complete the requirements of a two-year program which will lead to the sixty-hour teaching certificate issued by the State Department of Education. This program is planned particularly for rural and elementary school teachers.
3. Teachers who desire to prepare for high school teaching service in certain critical areas, such as industrial education, music education, commercial education, and physical education, may enroll in the School of Education as freshmen and begin such preparation immediately.
4. Retraining or supplementary programs on both the graduate and undergraduate level will be available for both teachers and administrators.

Inquiries about the summer session in any division or department of the University are invited. For information about the 1943 Summer Session address

DEAN THEO. W. H. IRION
Director of the Summer Session
212 Education, Desk 1

UNIVERSITY OF MISSOURI
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M. S. T. A. GROUP INSURANCE

The following claims paid by the Missouri State Teachers Association through its Group Insurance Plan are evidence of the service being rendered.

Case No.	Residence	Age	Amount of Claim	Case No.	Residence	Age	Amount of Claim
1.	St. Louis, Mo.	69	\$1,000.00	31.	Labadie, Mo.	36	\$1,000.00
2.	St. Louis, Mo.	54	5,000.00	32.	St. Joseph, Mo.	46	1,000.00
3.	University City, Mo.	51	5,000.00	33.	Eureka, Mo.	52	5,000.00
4.	Rolla, Mo.	59	1,000.00	34.	St. Louis, Mo.	72	1,000.00
5.	Rolla, Mo.	47	5,000.00	35.	St. Louis, Mo.	52	5,000.00
6.	Sedalia, Mo.	70	1,000.00	36.	St. Louis, Mo.	58	5,000.00
7.	St. Louis, Mo.	62	5,000.00	37.	St. Louis, Mo.	64	1,000.00
8.	Chicago, Ill.	78	1,000.00	38.	St. Louis, Mo.	55	2,000.00
9.	Columbia, Mo.	60	5,000.00	39.	St. Louis, Mo.	43	5,000.00
10.	Iowa City, Iowa	67	2,000.00	40.	Warrensburg, Mo.	72	3,000.00
11.	Cabool, Mo.	63	1,000.00	41.	Marshall, Mo.	50	5,000.00
12.	Versailles, Mo.	63	3,000.00	42.	St. Louis, Mo.	52	1,000.00
13.	Bucyrus, Mo.	48	2,000.00	43.	St. Louis, Mo.	61	2,000.00
14.	Kansas City, Mo.	55	5,000.00	44.	Springfield, Mo.	70	1,000.00
15.	Oakwood, Mo.	62	5,000.00	45.	Houston, Mo.	39	5,000.00
16.	Salisbury, Mo.	69	1,000.00	46.	Columbia, Mo.	60	3,000.00
17.	St. Louis, Mo.	66	5,000.00	47.	Princeton, Mo.	71	1,000.00
18.	St. Louis, Mo.	69	5,000.00	48.	St. Louis, Mo.	38	1,000.00
19.	St. Louis, Mo.	75	1,000.00	49.	Lutesville, Mo.	56	1,000.00
20.	St. Louis, Mo.	52	2,000.00	50.	St. Louis, Mo.	56	5,000.00
21.	Cardwell, Mo.	33	1,000.00	51.	St. Louis, Mo.	62	3,000.00
22.	St. Louis, Mo.	50	5,000.00	52.	Kirkville, Mo.	60	5,000.00
23.	St. Louis, Mo.	36	5,000.00	53.	Rolla, Mo.	72	4,000.00
24.	St. Louis, Mo.	67	2,000.00	54.	Kirkwood, Mo.	49	1,000.00
25.	Shelbina, Mo.	66	1,000.00	55.	Warrensburg, Mo.	65	5,000.00
26.	St. Louis, Mo.	46	2,000.00	56.	St. Louis, Mo.	49	5,000.00
27.	St. Louis, Mo.	80	1,000.00	57.	Kansas City, Mo.	35	3,000.00
28.	St. Louis, Mo.	84	1,000.00	58.	Kansas City, Kans.	34	1,000.00
29.	Villa Ridge, Mo.	37	2,000.00	59.	St. Louis, Mo.	58	2,000.00
30.	St. Louis, Mo.	57	5,000.00	60.	Frankford, Mo.	55	1,000.00

Members of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M.S.T.A. group insurance.

Please write EVERETT KEITH, Secretary, Missouri State Teachers Association, Columbia, Missouri, for a free application blank and full information.



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